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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.

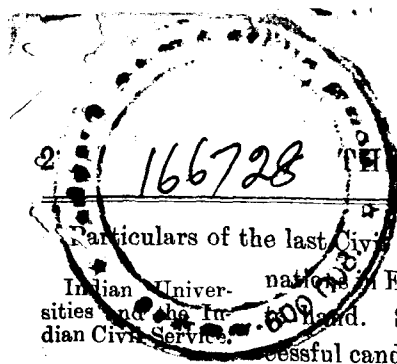
All remittances and communications regarding advertisements, &c., should be forwarded to the Publishers, EDUCATIONAL REVIEW Office, No. 4, Mount Road, Madras.

The Educational Review.

With the issue of the present number, the *Educational Review* enters upon the third year of its existence. It is gratifying to feel that it is being appreciated by an increasing number of subscribers in all parts of India and Burma. To mark the commencement of the New Year upon which the *Review* now enters, we present our readers with a CALENDAR for 1897 which contains useful information respecting the various Indian Universities. This information is not as complete as we could wish, but it is all we could manage to procure. We trust,

however, that imperfect as it is, it will prove of some service to our readers. Another feature of this issue is the first of a series of short sketches on the lives of eminent Educationists in India with accompanying portraits. The life of the Hon'ble Dr. Duncan will be followed by similar sketches of other Educationists from time to time throughout the year. We are sure that this new feature of the *Educational Review* will be much appreciated, especially by those of our readers to whom the names of distinguished Educationists in India are household words, but who have never had the privilege of seeing or meeting these gentlemen. Those on the other hand who do know these gentlemen will, for that very reason, be glad to possess such pleasing souvenirs as those contemplated by us. In our Supplement will be found a full account of the proceedings of the Educational Conference recently held in Madras.

The Editor takes this opportunity to thank the numerous contributors to the *Educational Review*, and trusts that other readers will show their appreciation by forwarding articles of general interest.



75, 1995

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Particulars of the last Civil Service Examination in England are now before the public. Six of the successful candidates were Indians who had received their early education in this country. The interesting article on the Indian Civil Service which appears in our present issue, as well as Sir W. Markby's article in the *Indian Magazine and Review* for December last, both make it clear that the foundation of the study necessary for the examination may be successfully laid in this country. As to the precise value of the preliminary course of instruction now given in this country, it is true that Sir William Markby and the writer in the *Educational Review* somewhat differ; but in the main they agree that the course of education in India can and should be made to fit on to the course pursued in England. Sir William goes so far as to say that the methods of education followed in India do actually "fit well on to the methods usually adopted in England, and that natives of India can safely pursue their studies in an English University if it is thought desirable that they should do so." The italics are our own. Seeing that the three most successful Indian candidates last year spent between three and four years each at an English University, we think there can be no doubt as to the desirability of such a course. The fact is, a successful career at either Oxford or Cambridge is the very best preparation for the Civil Service Examination, for the simple reason that the Commissioners of the latter have adapted the examination to the university curriculum. We can hardly expect the Commissioners to be equally complaisant as regards Indian Universities, for unfortunately the curriculum of these institutions seems specially devised to turn out none but superficially edu-

cated men. If our Indian Universities would only set themselves to devise special honour courses, then an increasing number of Indian students would be found capable of attempting the Indian Civil Service Examination with a reasonable prospect of success. The more efficient and specialised these alternative and optional courses became, the shorter would become the necessary period to be passed in England for the purpose of final preparation for the examination. There is no reason why the period to be spent in England should not be curtailed to twelve months, provided our Indian Universities adopted the methods prevalent in the older English Universities, that is, instituted special honour courses such as being of intrinsic value themselves, would also afford the best preparation for the Civil Service Examination. As a means to the same end, the suggestion made by the writer in our present issue, namely, that an Association should be formed in India, the duty of which would be to disseminate information regarding the Civil Service Examination, is an excellent one. We see no reason why such an Association should not gradually develop into a teaching institution where candidates could be specially prepared for the Indian Civil Service Examination. But what seems to us of primary importance is that our Indian Universities should first reform themselves on the lines so often suggested by us. We still have hopes that these reforms will perforce be made at no very distant date.

We must congratulate the Senate of the Bombay University on the important measures which it passed at its last meeting. Of these reforms the most important is the one which raises the number of the Syn-

dics from eleven to fifteen by the inclusion of the Deans of the various Faculties. The only opposition to this reform was that offered by Principal Hathornthwaite, his reason being that the individual responsibility of the members of the Syndicate would be weakened. But the Deans by virtue of their office must be capable men, and their inclusion in the Syndicate must bring, in our opinion, an accession of strength to that body. The increase, too, is so comparatively trifling that the division of responsibility will be proportionately small. A wholesale addition would probably have done more harm than good; but as it is, the Bombay Syndicate is still numerically smaller than the English Cabinet which, as an executive body, is sufficiently efficient. In striking contrast to the Bombay Syndicate is the corresponding body in Madras, which numbers nine in all, of whom eight are Europeans. It seems to us that both in respect to composition and numbers, the Madras Syndicate is inferior not only to the Bombay body, but also to the Syndicates of the remaining Indian Universities. Before all things, a Syndicate should be a thoroughly representative body, and this the Madras Syndicate fails to be on account of the two reasons already mentioned. But perhaps the greatest anomaly of all is the fact that the Mofussil Colleges which constitute by far the greatest number of Colleges affiliated to the University, have not a single representative in the Syndicate. No doubt there are practical difficulties in the way of giving real and adequate representation to the Mofussil Colleges both in the Syndicate and the Senate. But a *modus operandi* would speedily be found if only there were, on the one hand, a determination on the part of the Mofussil Colleges to assert their rights; and on the other, a willing spirit of concession on

the part of the present governing body. As things are, the composition of both the Senate and the Syndicate strikes the impartial observer as at best a conspicuous anomaly.

Another important measure of reform passed at the meeting of the Bombay Senate to which we have referred, was a resolution authorising the appointment of Moderators or Superintending Examiners. That there is an element of chance in all examinations, everyone with any practical knowledge of the subject will admit. That it is the business of those concerned to eliminate, as far as possible, this same element, every right-thinking person will likewise acknowledge. We think, therefore, the Bombay Senate was well advised in authorising the appointment of Moderators whose chief concern will be to prevent anything like a marked fluctuation of standard in examinations. The subject has engrossed the attention of the Senate for years past, and this alone points to the existence of a real grievance. The evil was so much appreciated by the Senate that the appointment of the Moderators was the result of almost unanimous action, taken after a minimum amount of discussion. In this, as in the matter of the reform of the Syndicate, Principal Hathornthwaite was left severely alone in the part he played as objector. All must hope that this experiment authorised by the Senate will prove a great success.

The year 1896 will long be remembered as the year in which Educational Conferences in India were held on a large scale. In some places they were revived after a lapse of many years; in others, they were tried for

the first time. The latter was the case at Madras, where a noteworthy feature of the Conference (the proceedings of which are published at length in the Supplement to this issue) was that it was initiated and carried out on entirely non-official lines. The Conference, in fact, was the work of the Madras Teachers' Guild, and the credit of its success must be attributed in the main to the energy and labours of the Rev. F. W. Kellett, one of the Hon. Secretaries. It speaks much for the awakening interest in education, that many of the members travelled long distances for the express purpose of being present at the Conference. Nothing but good can result from the Conference. The ventilation of views peculiar or otherwise, the exposure of abuses, the suggestions of practical men, the bringing together of teachers of all grades often separated by distance and lack of common sympathy, cannot but be fraught with numberless benefits. Nor will the fact that the Conference was entirely unofficial be likely to minimise the value of the conclusions arrived at by the members; rather it will give weight to their resolutions. It is a matter for congratulation that the Conference did record certain resolutions, in spite of the opposition of a few timid souls afraid of giving offence to the powers that be. We do not for one moment believe that any offence will be given, for the resolutions arrived at are worded in the most cautious and respectful language, even, in some cases, to the extent of being almost vague and pointless. Still it is something, in a bureaucratically-governed country like India, that certain resolutions were unanimously adopted. These, we are sure, will receive the attention they deserve at the hands of those whom they chiefly concern.

One of the most important of the papers read at the Conference was that written by Mr. H. J. Bhabha, Inspector-General of Education, Mysore, on "The Stage at which the Teaching of English should commence." Mr. Bhabha, as the result of his experience, strongly advocated the exclusion of English until the pupil had become fairly acquainted with his own vernacular. We were prepared for some opposition on the part of those who are compelled to teach English simultaneously with the vernaculars almost from the beginning. But, on the contrary, there was all but a unanimous approval of Mr. Bhabha's paper. There can be no doubt that where English is begun before the pupil is well acquainted with his mother-tongue, the tendency to teach words rather than ideas must be great. On the other hand, it is possibly a disadvantage that, by excluding English, many pupils who have arrived, say, at the standard of the Lower Secondary examination leave school without an elementary knowledge of the English language. This is not only the language of those who govern the country, but also one which for commercial and other reasons is spreading rapidly over the world.

Mr. L. C. Williams Pillai, Assistant Inspector of Schools, read a paper on the "Status of Primary Teachers." He was responsible for the astounding statement that the pay of these teachers in most cases did not exceed three rupees a month. We knew that the pay of many of this class of teachers fell so low as rupees five, but we were not prepared for the scandalous revelation that the services of a primary-school teacher could be obtained at a figure just

one-third or one-fourth of what is given to an ordinary boy or butler. The result of the discussion was a resolution respectfully requesting the Director of Public Instruction to consider what steps might be taken to improve the qualifications and remuneration of primary teachers in the Madras Presidency. If the Director will take means to raise the salary of primary teachers, we think an improvement in the qualifications of the same class will follow as a matter of course.

In our last issue, in commenting on Lord Elgin's speech at the Mayo College, we admitted that the education of Indian Princes in England is an equivocal blessing. While admitting this we should like to point out that the establishment of public schools in India should be based upon the same lines as those upon which similar institutions in England are based. As it is, there is a fundamental difference between them. In English public schools, all boys, from the prince's and the nobleman's son down to the poorest boy in the school, are placed on an absolute equality. Social rank is not distinguished by any difference of treatment, and the invidious distinction caused by the young pupils being accompanied by large retinues is absolutely unknown in England. It is in this absolute equality that the greatest benefit arising from the public school system is to be found. Unfortunately, the few public schools in India are lacking in this respect. In the Mayo and Rajkumar Colleges, at least, we believe princes and chiefs are allowed separate establishments, numerous followers, and even private tutors. All this militates against the idea of equality. Free intercourse becomes impossible, while there is every possibility of the de-

terioration of the character of a young prince or chief if he is surrounded by followers whose greatest care is to please and flatter their patron. Thus our readers will see that there is a serious difference between the public school as established in India and as found in England. We think this is well worth the attention of the school authorities who should make it their aim, after having received proper guarantees of the fitness of each student, to reduce social distinctions to a minimum within the walls of the College.

We trust that the action taken by Dr. Martin, Officiating Director of Public Instruction for Bengal, to prevent the falsification of ages may be successful in putting down a crying scandal. The *Advocate*, a Calcutta paper conducted in the interests of the people of this country, is not likely to overrate the evil. Yet it says:—"From experience we know the practice is wide-spread. There are even teachers, shame to them! who do not scruple to remind students of the necessity of remembering the age-limit for entering Government service, and thus indirectly encourage the boys to understate their age." This is plain-speaking, considering its source, but none too strong for the evil it denounces. There are no statistics more unreliable than the stated ages of our students. Where the masters themselves are found guilty of encouraging the abuse, no mercy should be shown them. Accordingly we think Dr. Martin is to be congratulated on the circular he has issued which notifies that masters who in future are found guilty of the practice of encouraging the falsification of ages shall be declared unfit for service in the Education Department.

A "ducking" at Oxford is so rare an incident nowadays, that the London *Times* has seen fit to give, somewhat at length, the circumstances attending a recent enforcement of this summary mode of punishment. It seems that an undergraduate of Christ Church College had written an article in the undergraduate organ, the *Isis*, of an objectionable nature reflecting on the character of the Dean of Christ Church, the Head of the College. The junior members of the College took the matter into their own hands, and shortly before midnight on the last Sunday in November, the unfortunate writer was seized and "ducked" in the fountain pond in the centre of the great quadrangle, known as Tom Quad. Some of our readers, perhaps, need to be reminded that the process of "ducking" is a severe and dangerous one. To be awakened out of one's sleep, half-smothered in the bed-clothes, and then ruthlessly carried out into the bitter cold of an English winter's night and forthwith precipitated into a tolerably deep pond of freezing water is an ordeal few would willingly submit to. But worse than all, perhaps, is the sense of shame which survives the actual punishment and which must go far to make the subsequent career of the victim, at the university at least, an almost intolerable burden. Some of our readers may incline to view the incident as only another example of the rowdyism supposed to be prevalent at the older universities in England. But, as we have already stated, a "ducking" is by no means a common event nowadays, and in the present instance it was administered as the result of the judicial deliberations of the juniors of Christ Church. Their judgment has been confirmed by the fact that the Censors of Christ Church have requested the father of the writer of the article in question to withdraw his name from the books—a course so severe that the offence complained of must

have been indeed a serious one. We have referred to the incident because it illustrates the feelings of honour and justice which pervade the body of undergraduates at the older English Universities. It may be that at times too little sense of proportion is shown by undergraduates between the offence committed and the punishment meted out by undergraduate lynch law. But in the particular incident to which we have referred it would seem that the writer of the obnoxious article well deserved his punishment. We would like to see a similar healthy public opinion developed (though not expressed in quite the same way as at Oxford) in India where too often libellous matter is published without arousing any sense of resentment or repugnance whatsoever.

The Inspectress of Government Girls' Schools has, in her report, recommended that the Coimbatore Training School for Mistresses be transferred to Salem or some other centre, owing to the withdrawal of a number of Brahmin girls to which we referred some time ago. It appears now that the only complaint brought against the Government school is that Hindu music is not taught. If this is the only objection, we would recommend the introduction of Hindu music as a school subject.

Mr. Garthwaite is to be congratulated on the formation of "The Christian Association for the instruction of the South Indian Blind." In the Madras Presidency alone we believe that there are about fifty thousand blind people. Apparently instruction in reading and the providing of books are the main objects of the Association. This will do much to mitigate the lot of the blind. But if the Association could see its way in time to give an industrial education, it would confer a lasting benefit on the blind poor. For after all the ability to read, though it may be a source of great comfort, cannot supply the means for daily maintenance.



THE HON'BLE MR. D. DUNCAN, M.A., D.Sc., LL.D.,
Director of Public Instruction, Madras.

EMINENT EDUCATIONISTS IN INDIA.

I. THE HON'BLE MR. D. DUNCAN, M.A., D.SC., LL.D., EDIN.,

Director of Public Instruction, Madras.

The Hon'ble Dr. David Duncan, the subject of our sketch, was born in Aberdeen, Scotland, on the 5th of November 1839. He had the great misfortune to lose both his parents at an early age, his father dying when he was four, and his mother when he was ten years of age. As a boy he did not enjoy robust health, and consequently did not participate in the more active games in which boys indulge. From the first he showed a studious turn of mind and was much given to reading, drawing, and committing to memory both prose and poetry, so much so that his mother used often to have to force him, much against his will, to leave his books and join in the out-of-door games of his companions. His memory was most retentive; he was particularly attracted to the Old Testament writers and committed to memory the whole of the Minor Prophets. On the death of his mother in 1849, he left Aberdeen to reside with a relative in the country, a change which had the good result of establishing his health. The only available place of instruction here was the Parish School. In Scotland, Parish Schools, as many of our readers are perhaps aware, constituted an admirable stepping stone to the Higher Grammar Schools and Universities. In them lads got a thorough grounding in elementary subjects including Latin, the whole course of instruction comparing very favourably with that obtaining in most countries of Europe.

After some years, on returning to Aberdeen, Dr. Duncan joined the Grammar School with

a view to preparing for the University. In November 1861, he entered the University of Edinburgh and passed for the Degree of M.A. in March 1866. He attended several extra courses of lectures, embracing among other subjects higher Greek and advanced Philosophy. Philosophy and Greek were his favourite subjects, and he distinguished himself by taking prizes in them and in the subject of English Literature. For Latin he had no great liking, but Greek afforded him intense enjoyment. The late Professor Blackie, by way of proving that modern Greek was not really a different language from ancient Greek, used to give him the Greek newspapers of the day to read. Meanwhile he had serious thoughts of entering the ministry, and during the summer, when the University was closed, he attended the Theological Hall of the Congregational Union. He went through and completed the full course of studies for a clergyman, including Hebrew, Syriac, Church History, Exegesis, Divinity, &c. But when the time for ordination approached he hesitated, from conscientious scruples, to take the final step. Being undecided as to his future career, he entered the University of Aberdeen in October 1866, and attended a course of Professor Bain's lectures on Logic and Philosophy, and also went through the courses in Natural History, Chemistry and Physiology. At the close of the Aberdeen Session in March 1867, he returned to Edinburgh, passed the examination for First Class Honours in Philosophy, and took his M.A. degree.

Immediately after this he went to Berlin with three college chums, one of whom was Mr. Peterson, now Professor of Oriental Languages, Elphinstone College, Bombay. At the Berlin University, during the Summer Semester of 1867, he studied Botany under Professor Braun, Organic Chemistry under Professor Hoffman, and went through a course of Theoretical Inorganic Chemistry with practical work in the laboratory at the Bergakademie. On returning from Berlin he became secretary to Mr. Herbert Spencer, on the recommendation of Professor Masson of Edinburgh. This brought him to London, where he remained till March 1870 when he was appointed Professor of Logic and Moral Philosophy at the Presidency College, Madras. He was selected for the post by Sir M. E. Grant-Duff, then Under-Secretary of State for India, to whom he had been recommended by Professor Bain.

His arrival in India on the 20th May 1870, marked the era of an important departure in the teaching of Western Philosophy in the Madras Presidency. Whewell's Moral Philosophy, perhaps the most cumbersome treatise ever written on the subject, and Payne's Mental Philosophy, a book which was even at that time somewhat out of date, were then the approved text-books on Moral and Mental Philosophy. Dr. Duncan therefore found it imperatively necessary to replace these text-books by other more modern works. At his suggestion, the University curriculum in Mental and Moral Philosophy was thoroughly recast. The exemplary earnestness and zeal with which he commenced his work in the college soon endeared him to his students, and the successive batches of undergraduates who had the good fortune of listening to his interesting and impressive lectures regretted, when

leaving college, nothing so much as the loss of those lectures. As years went on, the Philosophy section at the College attracted a much larger proportion of B.A. students than any other section, and well, indeed, did Sir Mountstuart Elphinstone Grant-Duff, Governor of Madras, say, on the occasion of the distribution of prizes in the College in 1885, that the partiality shown by the students for the Philosophy class was no cause for surprise, and would continue so long as Dr. Duncan occupied the chair of Logic and Philosophy.

As an officer of the Educational Service, Dr. Duncan was required to pass in a vernacular language. He was, however, specially permitted to take up Sanskrit for his language test. He passed in this language in May 1878.

The marked confidence with which he inspired his fellow-workers in the field of education, won for him the appointment of Registrar of the University of Madras in April 1875, that is, within five years after his arrival in Madras. This post of trust and of heavy responsibility was held by him for nearly nine years—from 1st April 1875 to 31st March 1879—when he went on furlough to Europe, and again from 1st April 1881 to 28th February 1886, when he resigned the place, his onerous duties as Acting Director of Public Instruction allowing him little or no time to attend to the duties of Registrar. He was made a Fellow of the Madras University in 1877. As Fellow and Registrar of the University of Madras, he has done much for the cause of higher education, directly and indirectly. In the discussion of every question in which he has had to take part as a member of the Syndicate or of the Senate, he has evinced the same steady attention, genuine sympathy, patient hearing and openness to conviction, which have characterized him in everything

he has done and which have secured for him remarkable success in most of his many undertakings.

When the late Mr. E. Thompson, Principal, Presidency College, proceeded on furlough in June 1882, Mr. Evans, the Professor of Mathematics, was appointed to act, but died within two months. Dr. Duncan, as Senior Professor, was then appointed to act as Principal, and on Mr. Thompson's retirement in March 1884, he was confirmed in the appointment. This well-merited promotion extended the sphere of Dr. Duncan's usefulness. His genial and courteous manner on the one hand, and the official experience he had gained as Registrar of the University on the other, enabled him to secure the hearty co-operation of his colleagues in the administration of the college, to command the respect of all his subordinates and students, and thus to maintain the prestige of the institution. During his tenure of the Principalship, he had several opportunities of enunciating his sound and unbiassed views on educational matters and of showing his superior administrative capacity. When Dr. Duncan was in Europe on furlough in 1879-80 he submitted a dissertation on the Psychology of the Upanishads to the University of Edinburgh and received the degree of Doctor of Science from the authorities. We may add here also, that the same University has recognised the valuable work done by the Director in India by quite recently (1895) still further honouring him with the degree of LL.D.

On the 3rd May 1885, Dr. Duncan was appointed to act as Director of Public Instruction during the late Mr. Grigg's absence on privilege leave, and between the above-mentioned date and November 1892, he was called upon to fill that high office six times, covering an aggregate period of over three years and two months. On the 9th November 1892, on

Mr. Grigg's appointment as British Resident in Travancore and Cochin, he was confirmed as Head of the Educational Department. His first term of office was for a short period of three months. It was during this period that the Grant-in-aid Code, revised by a representative committee, was sanctioned by Government and introduced with effect from the 1st June 1885. During the second period of his Acting Directorship, the duty of submitting to Government the comprehensive scheme for the development of technical education, which had been elaborated by a number of experts under the presidency of Mr. Grigg, devolved on him, and the modifications introduced by him in the notification relating to the technical examinations received the approval of Government. The third time he acted was from the 16th January to 15th April 1890, and it was during this period that a fresh code of rules to regulate the working of the Teachers' College was issued. In November 1889, a committee was appointed for the revision of the Standing Orders of the Department, with Dr. Duncan as President, and the result of its labours was the framing of a code of rules known as the Educational Rules, which took the place of the Standing Orders. The School-fee Notification of January 1887, which had been drawn up by a representative Conference and sanctioned by Government with certain modifications for a period of five years was subjected to revision towards the close of 1891. After mature consideration, Government accepted Dr. Duncan's important suggestion that the School-fee Notification should be binding only on institutions under public management, institutions under private management—both aided and unaided—being left unfettered by any departmental regulations, either as to the levy of a rigid scale of fees or as to the

manner in which fees were to be levied. From 1890 to May 1891, a Committee appointed by Government, with Dr. Duncan as President, sat to revise the curriculum of the College of Agriculture, and the practical suggestions made by this Committee received the final approval of Government in 1894. In December 1891 special rules for regulating the work of Training institutions under public and private management and the conduct of the examinations for Teachers' certificates were drafted, and having met with the approval of Government, were incorporated in the Educational Rules. Experience having been gained of the working of the Technical Examination Notification of 1886, it was considered necessary to introduce certain radical changes into the notification and to modify the syllabuses relating to these examinations, and accordingly towards the close of 1892, the notification and the syllabuses were revised by Dr. Duncan with the assistance of experts specially summoned for the purpose. On receipt of the sanction of Government for the amended Technical Examination scheme, a revised curriculum in four standards for art and industrial schools and classes was prepared by him and this was approved by Government and embodied as a portion of the Educational Rules. The Lower Secondary Examination, which had been substituted for the old Middle School Examination and which at first was conducted like the Primary Examination by district committees, was not found popular owing to the absence of all approach to uniformity of standard, and a revised scheme for the conduct of this examination, almost on the lines of the old Middle School Examination, was drawn up by Dr. Duncan and came into force in 1893. The Upper Secondary Examination having proved a failure, the revision of the scheme of that examination

was undertaken about the same time, and most of the amendments proposed by Dr. Duncan met with the approval of Government. Almost simultaneously, the Public Service Notification and the Notification relating to the Special Test Examinations were also thoroughly revised and submitted to Government by Dr. Duncan before he proceeded to Europe on furlough in September 1893. Several other important subjects also engaged his attention during 1893. The Grant-in-aid Code was thoroughly revised, recast and simplified, provision being also made for the annual publication of the Code, with corrections brought up to date on the plan of the English Code. The unsatisfactory working of the estimate system under which results grants were paid, having formed the subject of frequent comment, advantage was taken of the revision of the code to replace the *estimate* system by what is known as the *assignment* system. This latter system, unlike the former, provides for the fixing of results grants to each school with reference to the net cost, with reference, that is, to the needs of the school and the funds at the disposal of the sanctioning authority, so that no school finds it possible now to make a profit out of State aid, while schools in backward localities and schools for backward classes receive more liberal treatment and enjoy a longer lease of life than they would have done under the old code. Final proposals for the reorganization of the European and Provincial Educational Services were also matured and laid before Government by Dr. Duncan previous to his departure on furlough. These have recently been sanctioned by the Government of India and the Secretary of State, and the Madras Government may congratulate itself that the principles of the scheme submitted by it met with general approval. Dr. Duncan's proposals to introduce

the principles of the higher scheme into the Subordinate Service and to constitute about 500 appointments carrying a pay of Rs. 15 and upwards but below Rs. 200 into one graded Subordinate Educational Service are now before Government, and will, we trust, ere long be sanctioned. When this new scheme is also sanctioned, the distinction between the scholastic, inspection and clerical branches of the service will totally disappear, and young men of good talents may, it is hoped, be induced to begin service in the lower ranks. As President of the Committee for the Examination of Candidates for the Provincial Civil Service, Dr. Duncan framed a set of rules for the conduct of the above examination. In view of the wretched accommodation, the inferior staff and the scanty supply of furniture in most of the so-called "poor" schools in the city of Madras, Dr. Duncan submitted proposals to Government for relieving the Municipality of the liability for grants for girls in all poor schools up to the third standard, the Municipality being required to utilize the savings in remedying the above drawbacks.

With a view to meet the demand of the Northern Circars for trained Telugu graduate and F.A. undergraduate teachers, Dr. Duncan obtained the sanction of Government for the establishment of a Training College at Rajahmundry as a separate section of the Rajahmundry College, and the Union High School and the Branch Middle School in the town were taken over by the Department and constituted the practising section of the Training College. The scheme did not entail any additional cost on Government, the increased expenditure having been met partly from increased fee receipts, partly from savings under other heads.

The continuance of the Government Second

Grade Training College at Calicut having been thought unnecessary, Dr. Duncan, early in 1895, obtained the sanction of Government to reduce the institution to the status of an Upper Secondary Training School. A portion of the savings was utilized in the establishment of a School of Commerce at Calicut as a tentative measure, and the public are aware what an amount of useful work the school has already done for the mercantile community. The balance of the savings was used for an equally important purpose—the development of Mappilla education. A second Sub-Assistant was employed for the supervision of Mappilla schools in Malabar, and two Mappilla Inspecting Schoolmasters were employed and fourteen Mappilla schools were opened in the Ernad and Walluvanad taluks, in which Mappilla riots had frequently broken out.

The above brief sketch of the various important measures of beneficial reform which have been inaugurated during Dr. Duncan's administration of the Department cannot be more fittingly concluded than by a reference to the concessions he has secured for Paraiyas and the kindred classes, and to the establishment in 1895 of a special training school in the City of Madras to train Panchama teachers for the Panchama schools in and out of Madras. The social amelioration of these down-trodden classes will be greatly facilitated by the spread of elementary education among them. The steps which have been taken may surely be expected to bring about this result within the next few years. Dr. Duncan has thus placed that community under lasting obligations to him.*

* For the above facts of the Hon'ble Dr. Duncan's administration, the Editor is indebted to Mr. Sathianathan's "History of Education in the Madras Presidency."

From the above account of the administration of the Hon'ble Dr. Duncan, it will be seen that the policy followed by him has been one of sure and steady progress on lines already laid down by his predecessors in office. His period of office has been distinguished by the absence of that innovating and reforming spirit from which the Department somewhat suffered in previous years. There has been marked advance in all branches of the Department during the last four years, particularly in that of Training Institutions which have been both increased and rendered more efficient. Nor should Dr. Duncan's efforts on behalf of Primary Education be passed without due acknowledgment. We trust the Department may have the privilege of being administered by him for many years to come. We may mention that as Director of Public Instruction, the Hon'ble Dr. Duncan is an *ex-officio* member of the Madras Legislative Council.

AFFILIATED COLLEGES AND PRIVATE STUDENTS.

A great deal has been written of late about the relative advantages of private study and college teaching, and about the expediency of compelling unsuccessful candidates to undergo another year's training in one of the affiliated colleges before presenting themselves again for examination. It is contended by the leader of the reform party that an extra year's training is worse than useless, that it is actually harmful, and an attempt was made by him in the October number of the *Indian Journal of Education* to establish his position by an appeal to statistics. But one of his critics pointed out that he was really begging the whole question and that his results could not be accepted as conclusive as he had been guilty of

the fallacy of neglected elements. The criticism appears to be sound and it is difficult to see how the investigation is to be completed on the lines laid down by Mr. Vaithianathan and his critic. But the question may fairly be raised whether such an enquiry really touches the point at issue at all. The method adopted in the article in the *Indian Journal* was to take the average pass for the whole university before the introduction of the rule which requires an extra year's study in a college and compare it with the average pass for the whole university after the introduction of the rule. Now it is difficult to see how a comparison between the results for the whole university before and after the introduction of the rule referred to, even if such a comparison can be fully carried out, can give any information regarding the relative merits of private study and college teaching under present conditions, or help us to form an estimate of the probable effects of abolishing the rule. It is obvious that an improvement in the percentage of passes for the whole university may be brought about by an improvement in the passes from the colleges combined with a deterioration in the passes of private students, or by a deterioration in the passes from the colleges combined with an improvement in the passes of private students, or lastly by a simultaneous improvement, in the same or different degrees, in the passes from the colleges and private students. And it is idle to compare the results as a whole under one set of circumstances with those under another set without attempting to discriminate between public and private candidates. For the real question at issue seems to be whether it is to the advantage of unsuccessful candidates to allow them to continue their studies privately or to force

them to attend an affiliated college for another year before presenting themselves for examination again. Accordingly in what follows it is proposed to abandon the attempt to compare the results during one period with those during another, and to invite attention rather to the comparison between the results for public and private students during each period.

For the purposes of the following investigation the history of the university may be divided into three periods. During the first of these periods the degree examination was undivided, that is, candidates for the degree were compelled to present themselves for all the subjects at one time, and failure in one subject involved failure in all. During the second period the examination was bifurcated, that is, candidates were compelled to appear and pass in the Language Branch (which included English and an optional language) before they were allowed to appear for examination in their optional science. During the third period the examination was trifurcated, that is, candidates were allowed to appear and pass in English, optional language and optional science in any order or combination they chose, but if they failed to pass in any single branch they were compelled to attend an affiliated college for another year in that branch before presenting themselves for examination again.

First Period.

It is immaterial when this period began, but it ended with the examination held in January 1886. Unfortunately statistics for the whole period are not available and the Syndicate reserves inspection of its records to Fellows of the University. But the results of the last two years may be taken as specimens of the whole, and the following tables

show first the numbers of candidates who appeared and passed from the affiliated colleges and as private students in those two years, and secondly the numbers of the successful candidates in each class :—

Public Students.				Private Students.		
B.A. Examination.	Number examined.	Number passed.	Percentage passed.	Number examined.	Number passed.	Percentage passed.
January 1885.	336	164	...	18	5	...
January 1886.	448	158	...	26	5	...
Total ...	784	322	41.1	44	10	22.7

Public Students.						Private Students.				
B.A. Examination.	Number passed.	Passed 1st Class.	Passed 2nd Class.	Passed 3rd Class.	Percentage 3rd Class.	Number passed.	Passed 1st Class.	Passed 2nd Class.	Passed 3rd Class.	Percentage 3rd Class.
January 1885.	164	2	64	98	...	5	...	1	4	...
January 1886.	158	1	57	100	...	5	...	1	4	...
Total ...	322	3	121	198	61.5	10	...	2	8	80

In this period the noticeable features are the smallness of the numbers of candidates and the small percentage of private candidates who formed little more than 5 per cent. of the

whole. It is clear that the superiority of private study had not yet been discovered, nor do the figures give evidence of any such superiority whether we compare the percentages of passes or the percentages in the third class.

Second Period.

During this period the examination was divided into two portions—Language Branch and Optional Branch. The Language Branch included English and an optional Language, failure in either of which involved failure in the whole Branch. The examination was held in November, and a candidate who failed to pass was precluded from appearing for the Optional Science examination which was held in January. The results for the period, which lasted for six years, are shown in the following tables:—

Language Branch.	Public Students.			Private Students.		
	Number examined.	Number passed.	Percentage passed.	Number examined.	Number passed.	Percentage passed.
Dec. 1886 ...	483	337	...	51	30	...
Nov. 1887 ...	446	224	...	33	12	...
" 1888 ...	538	305	...	30	13	...
" 1889 ...	454	282	...	50	18	...
" 1890 ...	458	327	...	90	32	...
" 1891 ...	364	216	...	93	14	...
Total ...	2,763	1,691	61.2	347	119	34.3

Language Branch.	Public Students.					Private Students.				
	Number passed.	Passed 1st Class.	Passed 2nd Class.	Passed 3rd Class.	Percentage 3rd Class.	Number passed.	Passed 1st Class.	Passed 2nd Class.	Passed 3rd Class.	Percentage 3rd Class.
Dec. 1886.	337	9	213	115	...	30	1	13	16	...
Nov. 1887.	224	3	105	116	...	12	...	6	6	...
" 1888.	305	10	250	45	...	13	1	12	...	...
" 1889.	282	4	127	151	...	18	...	11	7	...
" 1890.	327	3	166	158	...	32	...	8	24	...
" 1891.	216	2	124	90	...	14	...	6	8	...
Total ...	1,691	31	985	675	39.9	119	2	56	61	51.3

Optional Branch.	Public Students.			Private Students.		
	Number examined.	Number passed.	Percentage passed.	Number examined.	Number passed.	Percentage passed.
January 1887	277	157	...	8	1	...
" 1888.	336	194	...	16	7	...
" 1889.	427	245	...	19	10	...
" 1890.	364	159	...	42	23	...
" 1891.	334	184	...	164	73	...
" 1892.	266	183	...	223	133	...
Total ...	2,004	1,122	56.0	472	247	52.3

Optional Branch.	Public Students.					Private Students.				
	Number passed.	Passed 1st Class.	Passed 2nd Class.	Passed 3rd Class.	Percentage 3rd Class.	Number passed.	Passed 1st Class.	Passed 2nd Class.	Passed 3rd Class.	Percentage 3rd Class.
Jan. 1887.	157	10	71	76	...	1	...	1	...	...
" 1888.	194	13	77	104	...	7	...	2	5	...
" 1889.	245	15	118	112	...	10	...	2	8	...
" 1890.	159	9	63	87	...	23	...	5	18	...
" 1891.	184	6	82	96	...	73	...	17	56	...
" 1892.	183	20	110	53	...	133	7	54	72	...
Total ...	1,122	73	521	528	47.1	247	7	80	160	64.8

These results show that the same law holds good as in the previous period, namely, that the percentage of failures is higher among private students than among candidates coming direct from college, and that even among the passes, the private candidates contribute a much larger percentage to the third class than the affiliated colleges. It is true that in the Optional Branch the percentages of passes do not differ by a large amount, but it must be remembered that the candidates for this branch had already undergone a preliminary process of sifting and that those actually examined had already passed the Language Branch. But the most noticeable feature of this period is the enormous increase in the numbers of private candidates. In the Language Branch the total number examined in the last year of the period was smaller than the number examined the first year. Yet the number of private candidates examined in the last year was nearly twice as great as in the first year, the percentages of private candidates being 9.6 and 20.4 for the first and last years, respectively, and 11.2 for the whole period.

This tendency for the private candidates to increase in numbers at the expense of the

public candidates is even more noticeable in the case of the Optional Branch. In that branch the number of candidates from the colleges fell from 277 the first year to 266 the last year, while the number of private candidates rose from 8 to 223, the percentages of private candidates being 2.8 and 45.6 for the first and last years, respectively, and 19.1 for the whole period. It was this enormous increase in the numbers of private candidates combined with their general inefficiency that induced the Senate, in the best interests of the candidates themselves and for the credit of the University, to interfere with the liberty of the individual and insist upon unsuccessful candidates receiving additional training before presenting themselves again for examination.

Third Period.

In this period the three subjects might be taken up in any order singly or in any combination, but a candidate who failed in any subject was compelled to undergo an additional year's training in that subject in an affiliated college. The results for the period are shown in the following tables:—

English Division.	Public Students.			Private Students.		
	Number examined.	Number passed.	Percentage passed.	Number examined.	Number passed.	Percentage passed.
January 1893.	533	435	...	125	75	...
" 1894.	610	394	...	87	46	...
" 1895.	789	497	...	65	26	...
" 1896.	830	546	...	96	47	...
Total ...	2,762	1,872	67.8	373	194	52.0

English Division.	Public Students.					Private Students.				
	Number passed.	Passed 1st Class.	Passed 2nd Class.	Passed 3rd Class.	Percentage 3rd Class.	Number passed.	Passed 1st Class.	Passed 2nd Class.	Passed 3rd Class.	Percentage 3rd Class.
Jan. 1893.	435	23	236	176	...	75	...	35	40	...
" 1894.	394	4	125	265	...	46	...	9	37	...
" 1895.	497	4	132	361	...	26	...	4	22	...
" 1896.	546	2	176	368	...	47	...	13	34	...
Total ...	1,872	33	669	1,170	62.5	194	...	61	133	68.6

Second Language Division.	Public Students.			Private Students.		
	Number examined.	Number passed.	Percentage passed.	Number examined.	Number passed.	Percentage passed.
Jan. 1893.	522	459	...	127	110	...
" 1894.	591	521	...	122	99	...
" 1895.	683	614	...	92	84	...
" 1896.	633	515	...	94	72	...
Total ...	2,429	2,109	86.8	435	365	83.9

Second Language Division.	Public Students.					Private Students.				
	Number passed.	Passed 1st Class.	Passed 2nd Class.	Passed 3rd Class.	Percentage 3rd Class.	Number passed.	Passed 1st Class.	Passed 2nd Class.	Passed 3rd Class.	Percentage 3rd Class.
Jan. '93.	459	15	235	209	...	110	3	49	58	...
" '94.	521	18	252	251	...	99	4	45	50	...
" '95.	614	26	307	281	...	84	8	53	23	...
" '96.	515	23	210	282	...	72	...	27	45	...
Total ...	2,109	82	1,004	1,023	48.5	365	15	174	176	48.2

Science Division.	Public Students.			Private Students.		
	Number examined.	Number passed.	Percentage passed.	Number examined.	Number passed.	Percentage passed.
January. 1893.	419	237	...	175	75	...
" 1894.	573	335	...	154	62	...
" 1895.	728	459	...	97	41	...
" 1896.	906	594	...	104	31	...
Total ...	2,626	1,625	61.9	530	209	39.4

Science Division.	Public Students.					Private Students.				
	Number passed.	Passed 1st Class.	Passed 2nd Class.	Passed 3rd Class.	Percentage 3rd Class.	Number passed.	Passed 1st Class.	Passed 2nd Class.	Passed 3rd Class.	Percentage 3rd Class.
Jan. 1893.	237	11	94	132	...	75	2	18	55	...
" 1894.	335	8	133	194	...	62	...	15	47	...
" 1895.	459	27	201	231	...	41	1	14	26	...
" 1896.	594	15	247	332	...	31	1	5	25	...
Total ...	1,625	61	675	889	54.7	209	4	52	153	73.2

In this period the same law is seen to hold both in the English and Science Divisions. Whichever test is applied,—percentage of passes or percentage of passes in the third class,—the superiority of college training over private study is clearly established. But in the Second Language Division, while the percentage of passes from the college students is slightly higher, the quality of the work as

shown by the percentage of passes in the third class is slightly inferior. The conclusion is obvious—that the colleges cannot compete effectively with private enterprise in vernacular education, and that it is a distinct hardship to force a student who has failed in a vernacular only, to submit to another year's training in that subject. But in view of the results arrived at from an examination of the statistics, it is to be regretted that the motion to abolish the compulsory rule of 1893 was not met in the Senate by an amendment abolishing the rule with regard to the second language while retaining it with regard to the English and Science Divisions.

S. McW.

THE INDIAN CIVIL SERVICE EXAMINATION,

SINCE 1892.

For India the year 1896 is a year of good omen in the history of the Civil Service Examination. Four Indians have been selected by the Commissioners as qualified for admission into the Civil Service of India at the open competitive examination held in London in August last. The names of the candidates are:—Mr. Atul Chandra Chatterjee, Mr. Ardeshir K. Cama, Mr. Cammiade, and Mr. Setyendra Chandra Mullick. Besides the number of successes, the most interesting and even significant feature of the recent Competitive Examination was that, for the first time in the history of the examination as conducted under the New Regulations, raising the age limit to 23 and the standard of examination to the limit of the highest course of studies pursued at the English Universities, a native of India, Mr. A. C. Chatterjee of Bengal, heads the list of successful candidates. This gentleman dis-

tances the candidate, who immediately follows him in order of merit, by so many as 112 marks, and scores an aggregate of 2,851. This then seems to be a fit occasion for reviewing the history of the examination since 1892 and offering a few notes on its nature and conditions.

The year 1892 was the year when the New Regulation, raising the age-limit of candidates for the Indian Civil Service Examination from 19 to 23 first came into force. In that year only 32 appointments were offered, the number being considered very small in comparison with the number of vacancies for succeeding years, the reason being that in the previous year when the old system of recruiting candidates came to an end, an unusual number of appointments had been offered and filled up by examination, candidates failing at the examination being declared ineligible for competing at the Indian Civil Service Examination under the New Regulations.

Notwithstanding the small number of appointments competed for in 1892, the results of the examination were sufficiently encouraging for Indian candidates. Mr. Jnanendra Nath Gupta, an M.A. (in Philosophy) of the Calcutta University, and Mr. Kirān Chandra De, a distinguished graduate of the same University, who had stood first in the Entrance and the F.A. Examinations, and second at the B.A. Examination of 1890, got high places, Mr. Gupta standing 17th and Mr. De 19th in order of merit. Mr. De was expected by many to do far better than he did; but he had the misfortune to take up Mathematics and Science in which the questions for the year were unusually stiff, stiffer even in some respects than the very difficult tests of the Cambridge Mathematical Tripos. As it was, the result was not very unsatisfactory seeing that he had beaten on their own ground (in

Mathematics) three Wranglers, (only one getting ahead of him by just forty marks in a total of 1,800. All the Wranglers, however, were placed very low on the list, and barely succeeded in getting through.

In the same year (1892), Mr. John Joseph Platel, who took his B.A. degree from St. Xavier's College, Calcutta, and headed the list in 1890, passed the Indian Civil Service Examination, standing 26th. Another Eurasian gentleman, Mr. Francis Xavier D'Souza, also got a high place, 14th on the list.

The year 1893 was a very bad one for Indian candidates. Among some seven, only one candidate succeeded in passing, Mr. Barzore J. Dalal, a Parsee, standing 17th on the list. This was his second attempt. The most noticeable feature of the year was that an Indian candidate, Mr. Chitta Ranjan Das, Bar-at-Law, narrowly missed getting through. He stood 57th on the list, while the number of candidates selected was 56. In the same examination, Mr. H. N. De, an M.A. (in Mathematics) of the Calcutta University, appeared for the second time, but was not successful.

The results of 1894, so far as Indian candidates were concerned, were fairly satisfactory. Mr. Albion Banerji, M.A., son of Mr. Sasipada Banerji of Baranagore, Mr. Jyotsna Ghosal, son of Mr. J. Ghosal of Kasvabagan, North Calcutta, and Mr. Teckchand, from the Punjab, were all successful at the competitive examination of 1894. One common feature in their success was that it was their second attempt when they passed, Mr. Banerji, Mr. Ghosal and Mr. Teckchand taking very low places on the list of the previous year (1893), standing 77th, 79th and 82nd, respectively. Mr. Ghosal, however, succeeded in coming up so high as the 20th in 1894, and the other gentlemen also got high places.

In 1895 only one Indian (among about ten) was successful at the Indian Civil Service Examination of 1895; and even then it was his second attempt. He was a Mahomedan, a Government scholar from the Punjab, who has been residing at Cambridge and is returning to India to join the service in December 1896.

It will be useful here to dispel a very common error among Indian candidates who have not had opportunities of studying the Indian Civil Service Questions in Mathematics and Science under the New Regulations, and who think that Indian candidates for admission into the Indian Civil Service have fair chances of success with Mathematics and Science as their principal subjects. The printed figures, however, published by the Civil Service Commissioners, show that hardly anybody takes up Natural Science which includes the following subjects:—1. Elementary Physics and Chemistry (600 marks); 2. Higher Chemistry (600); 3. Higher Physics (600); 4. Geology (600); 5. Botany (600); 6. Zoology (600); and Animal Physiology (600); the Regulations declaring that no candidates shall have the option of taking up more than three of the above-mentioned subjects, and secondly that the subject Elementary Physics and Chemistry may not be taken up by those who offer either Higher Chemistry or Higher Physics. The only candidate, among a very few Indian or English candidates offering science subjects, that has been able to do at all well in the science papers at the open competition since the coming into force of the New Regulations in August 1892 is Mr. K. C. De; and even he made no more than 587 out of a total of 1800 marks in the three scientific subjects which he offered.

The reason why the Natural Science subjects are avoided is that they require an

unusual amount of laboratory work or necessitate periodical excursions into selected parts of the country (if the subject taken up be Botany or Geology); and the standard exacted is so high that nearly everybody is tempted to give them up for the more paying literary and historical subjects. If the subjects offered be Higher Physics and Higher Chemistry, the task is to be given up as absolutely hopeless; for a proper preparation for a searching examination in these subjects by the Examiners involves a highly mathematical training in the most abstruse branches of Higher Mathematical Physics and Chemistry which very few persons in this country may be presumed to have undergone. Mr. K. C. De, who had a reputation for high mathematical talents in this country, simply gave up Higher Physics and Higher Chemistry in despair, and not a single successful candidate of his year offered those subjects. Two candidates of 1892 took up these subjects, but they were "ploughed."

The same printed figures, issued under the authority of the Civil Service Commissioners, show that Mathematics which includes (a) Mathematics Pure and Applied (900 marks) and (b) Advanced Mathematical subjects, though not absolutely avoided, is hardly the subject which the great majority of successful candidates take up. The mathematical subjects are generally offered by mathematical graduates from Cambridge, who are not usually very proficient in literary or historical subjects, as the recorded results testify. Consequently they do not always get very high places, as the results of 1892 and 1894 make abundantly clear. The Senior Wrangler of 1894 came out somewhere near the 40th in 1895. There are only two or three apparent exceptions, namely, Messrs. Charles A. Silberhard, Frederic Thomas Dixon, and Neil Mac-

Michael, who got very high places in the Examination of 1893. The examination statistics show that mathematical candidates are usually weak in other subjects and fare badly. But in the case of the gentlemen aforesaid, it appears that they were equally strong in mathematical and non-mathematical subjects. Mr. H. N. De, who was "ploughed" in his second attempt in 1893, scored 730 (out of 1800) which was a high figure for Mathematics. Mr. K. C. De, who stood ninth in 1892, got only 850, standing second in Mathematics. But Mr. H. N. De, who was deficient in other subjects, failed to pass and was placed so low as 71st on the list.

The Mathematical and the Science papers (specially those of 1892) have been as stiff as the Cambridge or Dublin papers, and, in some parts, even stiffer. The instructions issued to the Examiners are to keep the standard in each subject up to the level of the highest course of studies pursued at the Universities. Dr. Ashutosh Mukhopadhyay, M.A., F.R.S.E., to whom the mathematical papers of 1892 were shown, pronounced them far stiffer than the Calcutta Premchand Roychand Studentship papers, and stiffer, even in parts, than the Cambridge Mathematical Tripos papers. Under the Old Regulations which obtained till August 1891, Mathematics was comparatively an easy subject with the Indian candidate, and the Indian Public have not yet been fully able to appreciate the changes made under authority in the standard exacted in Mathematics,—a circumstance which accounts for the preference which the less initiated among Indian candidates have for Mathematics.

Next, in descending order of difficulty, to Mathematics and Natural Science, are Latin (750 marks) and Greek (750). Indian candidates hardly ever offer these subjects, and I

know only of two cases in which Latin was offered, and the marks obtained were not very satisfactory. Mr. Platel from St. Xavier's College, Calcutta, who was reputed to be a good Latin Scholar, scored only 193 out of 750, while Mr. F. X. D'Souza got 288, neither offering Greek. The English candidates, however, almost all of them always offer both these subjects, and score very high marks indeed. In Latin and Greek, Indian candidates are distinctly at a disadvantage in their contest with their English rivals. For, as the Civil Service Commissioners themselves declare, the scheme of the examination has been made to embrace most of the subjects of the Honour Schools in the Universities of Great Britain and Ireland, "so that no candidate who may fail should, to whatever calling he may betake himself, have any reason to regret the time and labour which he has spent in preparing himself to be examined." The results justify the anticipations of the Civil Service Commissioners "who desire to avoid all disturbance of the general course of university studies, and to render it possible for those who have graduated with Honours at the Universities to attend the examination of the Indian Civil Service with good prospects of success."

Next comes the subject of English Literature (500 marks). Here Indian and English candidates are equally circumstanced; the examination is not very stiff, but English Literature takes up a lot of time to prepare carefully, and English candidates hardly feel it convenient to substitute English for Latin or Greek or other more paying subjects. Moreover, there are not very good arrangements at the universities for candidates taking up English Literature. In this respect Mr. Wren's Institution compares very favourably

with the universities, English Literature notes from that gentleman's Institution being very highly valued by candidates all over the country. Mr. Atul Chandra Chatterjee, who heads the list this year, offered English Literature, but was not very sanguine about securing high marks. Writing under date 1st September 1896, he says:—"English Literature followed next, the special period in my year having been from Chaucer to Spenser. They generally ask several compulsory grammatical and philological questions, but strangely, although the period invited such questions all the more, there were no textual or philological questions, and I suffered very much because I had unduly neglected 'æsthetic criticism.' I have done very little work in English Literature, the subject being one of the least paying, and I shall be satisfied if I have scored about 150 out of 500."

Next come (a) Logic and Mental Philosophy (400 marks) and (b) Moral Philosophy (400). The subjects are usually offered by a pretty fair number of candidates, but the actual figures show that the marks obtained are in the great majority of cases poor. The reason seems to be that the standard exacted by the Examiners, usually experts in their lines, is very much higher than to which the candidates find it convenient to attain. Mr. Jnanendra Nath Gupta, who was reputed to be a distinguished student (in Philosophy) of his time, got only 258 out of a total of 800 in Philosophy.

The most favourite subjects with English and Indian students alike are English composition, i.e., English Essay (500 marks) and Political Science including Analytical Jurisprudence, the Early History of Institutions, and Theory of Legislation (500). The Indian candidates generally do very well in English composition, sometimes getting 66 per cent.

marks and even higher, though the records show sometimes very bad failures. It may be pointed out, however, that English candidates who offer Mathematics as their chief subject generally get poor marks in English composition as compared with others who take up literary subjects, though even here some exceptions may be noted. A mathematical man from Cambridge who scored high marks in Mathematics got only 38 in the English Essay. In England, candidates are given a regular training in the practice of English composition, while such training is sadly neglected in our Colleges here. The Essay should fill not less than two foolscap pages, and is valued more by the *quality* than the quantity of what the examinee writes. The subjects on any one of which candidates are called upon to write an Essay are generally four in number for every year, and are so distributed as to offer equal chances of securing high marks to all candidates, whatever their special attainments,—Classics, Mathematics or the Historical subjects. Thus in 1892, the subjects given were:—(1) "In civilised ages men write histories; in barbarous ages they act them" (*Michelet*); (2) "The importance in national development of the growth of large towns;" (3) "Architecture as the expression of national character;" (4) "Inquiries into nature have the best result when they begin with Physics and end in Mathematics" (*Bacon*). Mr. Kiron C. De, a Mathematical student, wrote on the last subject and got 340. Again, in 1893 the subjects set were:—(1) "The guarantees for permanence and progress offered by modern as compared with ancient civilisation;" (2) "The art of Biography and its Master pieces;" (3) "Fiction has no business to exist unless it is more beautiful than reality;" (4) "The influence of Terminology on the progress of the Natural

Sciences." Coming down to the present year 1896, the subjects given were:—(1) "In Shakespeare, Character plays the part of the Fate in Greek Tragedy;" (2) *Exceptum probat regulum*;" (3) "The influence of scientific discovery on current ideas of morality;" (4) "The use and abuse of historical analogies." Mr. Atul C. Chatterjee took up for his Essay the historical subject, he having made historical subjects his special study in the Cambridge University, whence he passed the Historical Tripos Examination the previous year, 1895.

Political Economy (500 marks) is a subject which is taken up by some who offer historical subjects, but not always. It is a subject which takes some time to master. Here in the Indian Universities they have generally followed the old school as represented by Ricardo and his follower Mill; but the candidates for the Indian Civil Service Examination must acquire a knowledge of Economic Theory as elaborated by the new school of economists represented by Messrs. Marshall, Jevons, Caird, Sidgwick and McLeod. The subject, however, is not so difficult as is supposed; but the difficulty, such as it is, in regard to it arises from the fact that the English candidates taking up Latin and Greek, and Roman, Greek and English histories, hardly find sufficient time to devote to the subject of Political Economy, and the consequence is that it is generally laid aside as a *minor* subject. Anyhow, it is a subject which the Indian candidate may profitably take up as one of his *principal* subjects, seeing that he cannot like his English rival offer Latin or Greek.

Greek History (400 marks) and Roman History (400) are usually offered by English candidates taking up literary subjects, but are usually avoided by Indians, from a mis-

taken notion that without a knowledge of Latin and Greek, the candidate has hardly any chance in Roman and Greek histories. The notion is shared in by most of our public men who ought to have known better and is traceable to certain observations made by the Civil Service Commissioners on the syllabus of subjects for the open competition. The Commissioners observe that in Greek and Roman history candidates are expected to show a knowledge of the original authorities. They further declare that questions concerning the whole periods named will be set, but candidates will be allowed to attempt only a limited number of them. Two papers on Greek History are set every year; while not more than six questions can be attempted by the candidate out of a total of sixteen in the first paper, and of ten or twelve in the second. Answers to six questions only are necessary to obtain full marks. It appears, however, that in a total of sixteen in the first paper, only four questions are generally set which require a knowledge of the original authorities *through the Greek language*; while in the second paper such questions were limited to only three out of a total of ten in 1892. And in 1893, no such question was set at all in the second paper. It appears, therefore, that while the candidates are recommended to refer to the original authorities in answering their questions, a knowledge of the Greek language in a candidate offering Greek History has not been made obligatory upon him. So also in Roman History, out of ten questions in the first Roman History paper (1892 and 1893) only four questions required a knowledge of the Latin language; and candidates were invited to attempt only six out of the total number to obtain full marks. The second Roman History paper (1892) contained only

one question out of a total of ten, any six being the maximum number to be attempted; while no such question at all was set in 1893.

English Law (*viz.*, Law of Contract, Criminal Law, Law of Evidence and of the Constitution) is a subject which, judging from the nature of the questions set, must be very paying; and can be very usefully suggested to the Indian candidate as a subject which he should get up. It is not, however, a favourite subject with the English graduates from Cambridge and Oxford, not because the questions on the subject are difficult, but because it is altogether a new subject to them. Besides, under the New Regulations a multiplicity of subjects is not a gain, but a distinct disadvantage to candidates. No candidate being allowed any credit at all for taking up a subject in which he is a mere smatterer, except in the case of English Composition and Mathematics, in which no reduction is made from the marks assigned to a candidate. A similar rule obtains in Calcutta at the Premchand Roychand Studentship Examination, "where only marks in excess of thirty per cent. in each paper are counted towards the total and each mark above 70 counts as two marks towards the total." The one thing that forcibly strikes the Indian candidate in England is the extreme importance attached to *thoroughness of preparation* exacted by the examiners. Thoroughness of preparation in two subjects is far more paying at the Indian Civil Service Examination than a tolerable knowledge of, or a smattering in, a number of subjects. No subjects being obligatory on the Indian Civil Service candidate, he is tempted to take up as many subjects as he possibly can, little knowing that he is thereby only digging the grave of future success. Mr. Atul Chandra Chatterjee had the advantage of learning from

Mr. K. C. De and Mr. J. N. Gupta, who had got through their examinations before he started for England, that an Indian Civil Service candidate must give up the ways of Indian students at home. However distinguished he might be at the Calcutta University, he must make thoroughness his motto if he wished to compete with the flower of the English Universities.

English History (500 marks) and Modern History (500) are subjects which are usually taken up by candidates offering literary subjects. These if properly got up by Indian candidates, as they are done by students at the English Universities, and not as at coaching institutions, seem to offer a very fair prospect of success to such of our countrymen as go in for the examination. The questions are generally very straightforward and comparatively easy for those who have any real knowledge of these subjects. Mr. Atul Chandra Chatterjee's signal success at the recent examination can be traced principally to his having done well in the papers on English History and General Modern History. Altogether the subjects are very paying and should be taken up and carefully got up by intending candidates. General Modern History, however, does not cover so wide a field at the examination as the name might suggest. Candidates are at their choice examined in any of the following periods:—(1) From the accession of Charlemagne to third Crusade (800 A.D.—1193), (2) From the third Crusade to the Diet of Worms (1193—1521), (3) From the Diet of Worms to the death of Louis XIV (1521—1715), (4) From the accession of Louis XV to the French Revolution of 1848; Periods 3 and 4 including Indian History. There are no good text-books on the first period and Indians may be recommended to take up the

fourth period, and it is a period which is usually taken up by the majority of those who offer Modern History.

French (500 marks) is a very favourite subject with the majority of English candidates and they generally score good marks in it. Indian candidates obviously find it difficult to offer French; but they may take up Sanskrit, in which the examination, though harder than what it used to be under the Old Regulations, is still not so stiff as it might have been. An altogether different method from the one that obtains in our Schools and Colleges here will have to be adopted by the Indian candidates offering Sanskrit. The candidates are generally required to translate long Sanskrit passages (generally four to six in number) into English, the passages being generally taken from the Mahabharata, the Ramayana, the Panchatantra, Manu, Dasakumarcharita, Meghduta, Raghuvansa, Sakuntala, &c. No text-books on the subject being prescribed, the students have to get up a good working knowledge of the language. The Examiners, however, are generally considerate, for whenever any difficult words or expressions occur in the passages which the candidates might not be expected to know, they generally append foot-notes in English or in Sanskrit to them. And it is a rule with them to help the candidates with the standard commentaries whenever they prescribe passages for translation into English from Meghduta, Raghuvansa, &c. This year (1896) there were six long Sanskrit passages, two being Vedic, and one could choose any four (one of them being Vedic) for translation into English. The classical passages were the Mahabharata, Malati-madhava, Dasakumara, and Manu with Kulluka's commentary. Similarly in 1893, there were six passages given

(out of which only four were to be translated into English, one of which must be Vedic), one passage from the *Ramayana*, one from *Malavikagnimitram*, four slokas from the *Raghuvansam* with Mallinath's commentary, the fourth from the *Punchatantra*, the fifth from the *Rig-Veda*, and the last from the *Patha Brahmanu*. Then they set a fairly long piece of English to be translated into Sanskrit. This completes the first Sanskrit paper. Then the candidate is asked to answer only six out of twelve questions on the History of Sanskrit Literature (this portion is comparatively easy for Indian candidates), and six only out of twelve on Sanskrit Grammar and Vedic Philology. The questions on Sanskrit Grammar are generally very fair; but the questions on Vedic Philology are a little too stiff; and specially so this year, the Vedic question being very minute and out of the way. As a general rule the Indian candidates give Vedic questions the go-by; and it is mostly because they have to get up a variety of subjects in the course of one or two years during the time allowed to them by the age-limit.

From what has been said above it is abundantly clear that graduates from India who go in for the Indian Civil Service Examination in England hardly derive any appreciable benefit from the University training they have received here. They have to give up many of the subjects about which they might have acquired a smattering, e.g., Science or Mathematics. Their knowledge of English Literature does not stand them in much stead; for a thorough getting up of the subject for the Indian Civil Service Examination more time will have to be devoted than will be profitable. English candidates themselves fight shy of it. Then the Indian graduate's knowledge

of the Sanskrit language and literature will have to pass through a process of systematic revision on lines altogether different from those to which he has been hitherto accustomed at home. Then his knowledge of History is hardly worth anything; he will have to read larger text-books and do weekly or fortnightly papers on historical subjects for his tutor. He will find his knowledge of Political Economy meagre, and, as it is, thoroughly antiquated, and he will have to read the larger text-books which upset in many vital respects the views of the older school of Economists; he will have to get up a knowledge of the history of industry, land-tenure and economic legislation of the United Kingdom, as also a knowledge of the existing economic conditions and of statistical methods as applied to economic inquiries. His philosophical knowledge again, acquired at the Indian Universities, will have to be very considerably improved before he will have any chances of scoring high marks. He has not had any knowledge of English Law, nor of Political Science. He cannot take up French, or German, or Latin, or Greek or Roman Law, for he is ignorant of the European languages, modern and ancient.

And yet the prospect before the Indian candidate is not so gloomy as it might be. The New Regulations prescribe a scheme of examination eminently adapted to the attainments of graduates at the English Universities; so far the graduates of the English Universities have a distinct advantage over their Indian rivals. At the same time, the scheme of the open competitive examination embraces subjects which are not only paying, but which can be, under proper arrangements which do not exist at present, taught to Indian candidates from here, with very good prospects

of their success at the examination in London. They are English History (500), Greek History (400), Roman History (400), Modern History (500) (Fourth Period), Political Economy (500), Political Science (500), English Law (500), Sanskrit (500), English Composition (500), and English Literature (500), altogether ten subjects making up a total of 4,800 marks. The results of the last four years abundantly make it clear that (having regard to the rule that no marks are credited for a mere smattering knowledge of a subject, and that the more thorough a student's knowledge of a subject as shown by high marks gained, the less the deduction from the total marks obtained in that subject) the number of subjects should never exceed the total of ten. In 1892, Mr. Hammet R. C. Hailey, who headed the list, got 3,212 out of 6,160 (or about 51 p. c.); Mr. Platel (26th) got 1,725 out of 5,050 (or about 33 p. c.); and Mr. J. N. Gupta, 2,114 out of 4,300 (or about 51 p. c.); and Mr. K. C. De, 2,001 out of 4,600 (or less than 50 p. c.). Mr. Atul Chandra Chatterjee offered only 4,900 and he has topped the list. From a comparison of marks obtained by successful and unsuccessful candidates at the open competitive examinations held in London (1892-95), I am satisfied that it is not desirable that candidates should take up a greater number of subjects than is necessary to make up an aggregate of 3,800 to 4,800 marks; and I am supported in my view by many of those who have successfully passed the competitive test and with whom the present writer has had occasion to discuss the matter in all its bearings. Not having had opportunities of being fully convinced of the absolute necessity of thoroughness of preparation and of a reasonable limitation of the number of subjects to be offered, many of the Indian candidates have come to grief.

That is the first point to be borne in mind. The second point to be noted is that the training at the Universities is ill-adapted to the requirement of the Indian Civil Service candidate, while the system of instruction at the English Universities is thoroughly on a line with the scheme of examination. The third thing to know is that for an Indian candidate the most paying subjects are the first nine of the ten subjects mentioned in the last preceding paragraph. The next thing is to understand that a preliminary preparation in those subjects may be begun and very far advanced at home, i.e., in India. That the preliminary training may be very much expedited by opening communications with many of the Indian candidates residing in London or Cambridge or Oxford with a view to having a regular weekly supply of questions set to candidates at the different institutions. That arrangements might even be made with the authorities of these institutions with a view to increased help whenever necessary. That the same books as are at present prescribed at the Universities for candidates might be advantageously prescribed for Indian candidates undergoing a preliminary training here. That lastly, when a candidate is judged sufficiently advanced in the aforesaid subjects, he may be sent to England for a final revision extending over a year immediately preceding the examination, in which case there would be an immense saving in cost and labour. That such a measure is also recommended by other practical considerations relative to the morals of Indian students in London or any other large city. That an organisation for facilitating such preliminary training in India might be started on a small scale and might be made self-supporting in the course of five to ten years.

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take an honours degree. Theologically, they will of course be subject to their own tutors, but in every other respect they will be *bonâ fide* undergraduates. Before long, application will be made to the Senate for the recognition of St. Edmund House as a Public Hostel, after which—for we may take for granted that the recognition will be given—the members of the house will have power to join the Union, to attend University and Inter-collegiate lectures, to take part in the ordinary athletic contests, and in fact to enjoy all the privileges enjoyed by Selwyn at Cambridge and by Keble at Oxford. The news is entirely satisfactory; for the intercommunication thus established between Church and Church cannot fail to be to the advantage of both. Had the new arrivals shut themselves up in the seclusion that was prophesied by some, it would be difficult to see why they should have taken the trouble to establish themselves in Cambridge at all.

In a very short time we shall also welcome the new Presbyterian foundation, to be called a College, though with less right to the title than St. Edmund House. This, which is migrating from Bloomsbury, and which owes much to the liberality of Mrs. Lewis, the discoverer of the Sinai Codex, will apparently be on the lines of Mansfield. As I have already told you, its Head will be Dr. Oswald Dykes, so well-known as a preacher and as Principal of Regent's Park College. In time, doubtless, every denomination will be represented here or in Oxford. Balliol, as usual, is leading the way, by the election of Mr. Francis Urquhart, a Roman Catholic, to a Tutorial Fellowship. He is not the first Roman Catholic Fellow, but the first tutor of that religious creed since the Reformation; for Ward and Oakeley and the rest of the Tractarians were not tutors at the time of their conversion.

The Oxford Magazine, in connection with Dr. Temple and Ward, has given currency to a story which is apparently new. Temple was Blundell Fellow of Balliol, and Ward was showing bent towards Romanism, in the days when Jenkins was Master of Balliol. They were discussing the unpopularity of a former member of the College—an unpopularity for which they professed themselves unable to account. "The reason," said Jenkins, "is simple; he was a Blundell Fellow, Mr. Temple; and he was suspected of a leaning towards Romanism, Mr. Ward."

The thoughts of many of us have lately been concentrated on a scheme for a "Cambridge House" in London. Oxford has long had a

House of this kind, a centre of religious, social, and educational work among the poor, presided over by the Rev. Winnington Ingram. Six of the Cambridge Colleges, also, have had separate Missions; Trinity, John's, Clare, Corpus, Caius, and Pembroke. But it has long been felt that the University as such ought to be represented; single Colleges did good work, but that work would be supplemented and strengthened by a House supported by the Universities. This feeling at last grew to a head; and finally the Trinity Settlement offered their premises to the University for this purpose. A meeting to discuss the offer was held in the Guildhall, presided over by the Vice-Chancellor. The three chief speakers were three Trinity men, all distinguished in their different ways; Dr. Westcott, Bishop of Durham, Mr. Balfour, and Mr. Alfred Lyttelton, perhaps the most famous all-round athlete of the last thirty years. The Bishop said the scheme was one which he had had at heart for the last twenty-five years. The University exercised priceless functions in training the clergy; but the training of citizens was an equally valuable service, and lay equally within the province of the University. A better understanding between classes, and the breaking down of social barriers, would come by this work. Mr. Balfour pointed out that the success of the undertaking would depend on the spirit in which the young men of Cambridge carried it through. Mr. Lyttelton declared that it would depend on the University spirit, which he had felt in sport, and which ought always to rise above the collegiate spirit. The Settlement would be presided over by a clergyman, but laymen of any sect would be welcomed. Above all, the help of young men was essential. The famous Mrs. Norton was once, when eighty years old, asked by a little girl whether she had ever been young. "My dear, I have been young a very long time." So Cambridge had the double advantage of age and youth; of ancient traditions and perennially young men to carry them on. Finally, the offer of the Trinity Settlement was accepted—Trinity, as one speaker said, being for this purpose only willing to be absorbed in the University—and a Committee was appointed to organise the scheme. Only one part of the plan has as yet met with any serious opposition; and that is the supposed necessity of a clerical Principal. For the present, at any rate, a clergyman is to be appointed; and the name of Mr. Bethune-Baker is mentioned as the name most likely to be selected.

Those who visit Oxford now see perhaps more of the architectural work of Mr. T. G.

Jackson, Fellow of Wadham, than of any other man. Mr. Jackson is also exceedingly well known, in his person as well as in his works, throughout the University. His works have received much criticism, just or otherwise; but Mr. Jackson himself is exceedingly popular. Thus everyone, even his artistic critics, will rejoice that he should lately have been elected an R.A. This will not save the New Schools from disparagement; but it shows that Mr. Jackson is recognised as an artist of more than common ability.

The most important debate at the Cambridge Union was on a motion by a Trinity undergraduate bearing the well-known name of Selwyn, that "the House advocates reform in the government of the Church of England." He was opposed by Dr. Cunningham, the well-known Professor of Economics, and Vicar of St. Mary's. Dr. Cunningham has not been heard in the Union for many years; and his speech was listened to with great attention, though he took the strong Tory view that reform is always dangerous. An amendment moved by another senior member of the University, to the effect that reform ought not to be on the lines of the late Benefices Bill, was lost by about fifty votes; but the original motion, in spite of Dr. Cunningham's eloquence, was carried by seventy-six to forty-seven.

The House was still more crowded, however, when Mr. Bancroft, the distinguished actor, recited Dickens's Christmas Carol for the benefit of Addenbrooke's Hospital. This was one of the finest pieces of recitation ever heard in Cambridge; and was carried through without the slightest lapse of memory. Mr. Bancroft's effort, which was entirely gratuitous and self-suggested, will be followed by others; and it is to be hoped that the Hospital will benefit by his performances.

The Balliol scholarship election is very interesting. Following in the steps of his father, the late Home Secretary, Mr. Raymond Asquith, heads the list. If this is an earnest of future success like that of his father, everyone will rejoice; for Mr. Asquith started on his extraordinarily successful career by winning this same scholarship nearly thirty years ago.

Among Lectures to which we either have, or ought to have, listened, Professor Gardiner's Ford Lecture is one of the most important. In this Lecture he took occasion to assert, as a discovery based on materials fresh from the Vatican, that Charles I tried to bring in a foreign army to save Strafford in 1641. This has often been

suspected, but has only just been proved to be true. Mr. Hadow has been lecturing on the Appreciation of Music; Dr. Fairbairn, the Principal of Mansfield, on "Religious Thought in the Nineteenth Century," and Sir Robert Ball on Mars: the last-named showing that the general consensus of opinion now is that the "canals" in Mars are artificial.

But far more exciting than any lectures has been Wilson Barrett's play, the "Sign of the Cross," which has been witnessed by crowded audiences, who have criticised it from the artistic, the religious, and the historical point of view. No play in Cambridge has ever had such a success, if numbers are the measure of success. Large numbers of clergymen have come in specially to see it; and indeed it has provided the one sensation of an otherwise commonplace term. The author ought to be satisfied with the result; for whether he has given satisfaction or not he has created a stir.

Among literary undertakings perhaps the most interesting is the publication of "More Echoes from the Oxford Magazine." The first series of "Echoes" contained contributions by "Q" (A. T. Quiller Couch, once an undergraduate at Keble), Arthur Sidgwick, and others; and it rapidly passed through several editions. It included, in particular, two excellent skits by Q: the Lay of the Esquire Bedell:—

"The feet of his incarnate Vice
Shall dog him to the end,"

and the parody on Browning:—

"Rudiments, Rudiments, and Rudiments!
"Thinketh one made them in a fit o' the blues."

But during the last few years poems equally good have from time to time appeared; and the present selection ought to be as successful as its predecessor.

In this connection I may mention that the organ of undergraduate opinion in Cambridge, the *Granta*, will reach its two hundredth number at the beginning of next term. A short time ago at the similar Oxford publication, the *Isis*, reached its hundredth number. It would seem that these papers are overcoming the failing of youthful mortality which affected so many of their predecessors.

OUR LONDON LETTER.

LONDON, December 1896.

My letter this month might well consist of one single word—agitation, or better still, strife. From one end of England to the other, parties,

sects, societies, organizations of teachers and of people connected with teaching in any way are meeting and passing resolutions to be sent to government officials expressing their particular views as to what should be done, and how it should be done. Not only are various bodies at variance, but many bodies are divided among themselves. One right-reverend beards another on a semi-public platform. The Anglicans put forth their latest demand and are straightway assailed by the Romanists. North opposes South—and prevails: rate-aid carries the day against state-aid for voluntary schools. The jealous ecclesiastic will have more money for his school, but will not hear of the donors sharing in its management. Even the new Archbishop of Canterbury, Dr. Temple, once a great Headmaster of a great public school—Rugby—at a representative Church Conference speaks of a “serious danger,” viz., that rate-payers may claim to share in the management of “Church” schools! The *Times* is flooded with letters from the leading men of all parties, expressing their respective views, correcting misunderstandings, and showing how every plan but one must fail. Meantime, what is the Government doing? Just what a government is expected to do in England, and all it can do, namely, looking on at the fight, like Meer Jaffir at Plassey, ready to side with the party which proves itself the stronger—provided it does not want too much money. This is, of course, characteristically English. No government could really do much. It is better to set all the brains on the country to work to rough-hew the subject than to set a few hundreds to do so at Westminster—or rather to try to get them to do so: for, as many members there know well, they would burn their fingers if they attempted to settle such a question for their constituents, and they are very chary about acting solely according to their private opinions. It is much nicer, no doubt, to let the bodies interested fight it out, and then to accept or oppose the result as circumstances require.

This chaos-like turmoil shows no signs of abatement, no signs of a general agreement being attained at present. This makes the situation doubly comic, for not only are the government pledged to produce a bill, but, through certain provincial exigencies, it must be passed very early in the session, so as to secure for the poor schools the money assigned to them in the estimates for the year, which ends in March!

Passing from the affairs of primary to those of secondary education, we find here an utter absence of all this strife; what little differences

there are between teachers and teaching bodies on the one hand—whose chief aim is to get a strong central council—and the representatives of the local administrative bodies on the other hand, who want free play for local bodies without any central control, are pretty well confined to the conferences of the Joint Committee in which delegates from all interested bodies have a seat. The chairman of this important Committee is Professor Jebb, M.P., for Cambridge University, and colleague of Sir John Gorst, a man of moderate views, carrying considerable weight in the House of Commons; and an admirable representative of a University. Whether he is sufficiently alive to the needs of modern society and sufficiently conversant with the details of Secondary Education to impress the House is another matter. But there is really no opposition to the legislation promised. It only remains for those concerned to see that the best plans are recommended to the government and to get plenty of support for them against those who would do things by halves. If, however, division creeps in here to any serious extent, if there is disagreement on any vital point, either the reform may be spoilt or indefinitely postponed. The government have made themselves ridiculous once, and they are risking it once more. A second fiasco will serve for many years to come.

In spite of petty squabbles over “Church” schools, and some anxiety as to the effectiveness of secondary school legislation, the jovial season of Christmas exerts its wonted charm. In the school, as in the home, we feel bound to give ourselves up to a spell of merriment. Christmas entertainments of one kind or another are being prepared everywhere, in order, partly to finish the year with pleasant glee, partly to find scope for boys who have special capabilities for acting, &c., partly because it is becoming a custom, and partly as a sort of advertisement. For no one maintains that it is the teacher’s duty at the end of the longest, and often the hardest, time in the year, to play the part of public entertainer, to neglect his proper work for weeks in order to prepare farces or operettas, or to spend school funds on these matters. In most large schools, however, capable boys are found who enjoy this sort of *kudos* to the school, and children like it; and in the end it probably helps to decide hesitating parents in favour of the school. They can understand this kind of achievement; and they may infer that the proper work of the school is equally good. At all events, in many schools much time and money are devoted to the Christ-

mas show; and the custom is now so general that to neglect it rather marks a school. Good or bad, it is certain that it introduces a welcome change into the school, and that, of course, the children enjoy it very much; but the custom is being carried so far now that it imposes a serious strain upon the masters concerned, and entails great interruption and irregularity in the proper work of the school.

OUR CALCUTTA LETTER.

CALCUTTA, January 1897.

The Syndicate has lately been settling the dates of examinations for this year. The M.B. examination will be held on the 22nd March and the days following:—The L.M.S. and F.E. examinations will commence on the 19th April, and the L.E. and B.E. examinations on the 12th July. Besides these the Entrance examination will commence on the 28th January, and the F.A. and B.A. examinations on the 8th March.

A change has recently been made in the regulations for the M.B. examination which is embodied in the following resolution:—“A candidate who fails at the second M.B. examination shall be admitted to the next half-yearly re-examination of the unsuccessful second L.M.S. candidates, and shall be re-examined in those subjects only in which he has been rejected at the second M.B. examination, provided that he has not failed in more than two of the four subjects, Medicine, Surgery, Midwifery and Pathology, or in two of these subjects and in Medical Jurisprudence and Hygiene.” I quote the resolution because I must frankly admit I do not know what it is all about. If it is important so much the better. If not—it has at any rate brought me half way down a column.

The amount of worry caused to the University by its various examinations seems to vary inversely with the difficulty of the examination. Ever since I can remember the intellect of the University has been concentrated on the absorbing task of tinkering the Entrance examination, and we are at it still. Of late two questions have been to the fore. In the first place the examination has been the author of the most puzzling arithmetical problem. For example, if a student is nine years old on entering school and remains in school for eight years, prove that his age on admission to the Entrance examination will be thirteen years two months and eleven days; also, trace the rise and decline of a student’s age up to the time of his appearing for the Entrance

examination, show how it attains its maximum two years before the examination, decreases with alarming rapidity after reaching its zenith, and opens more normal methods of progression when the examination has been successfully passed. Here is a problem worthy of the profoundest intellect. Accordingly, the University paid the Government of Bengal the delicate compliment of sending on the problem to it for solution. The Government of Bengal is quite willing to take such steps as are open to it, but wishes to know in the meantime what the University proposes to do on its part. The University has thereupon resolved “that Headmasters of Recognised Schools will be required to verify the ages of candidates sent up by them for the Entrance examination as stated in their application, by comparison with the ages given on admission;” also that the Bengal Government move the Bengal Educational Department to require a statement of age on transfer certificates, and to require the age of a student to be recorded and verified on the admission of all students into a school. This may do something towards inducing students to be more truthful, but I doubt whether the original depravity of human nature will not rather be audacious enough to withstand even the University. A simpler solution would be to cause no crime by making no law; in other words not to require any statement of age at all. I have sometimes wondered why this is not done.

The second difficulty to which I have alluded arises in connection with the recognition of schools which persistently show bad results. The Syndicate has just resolved: (1) That the Registrar be required to prepare a list of schools which on the average of three years have failed to pass 20 per cent. of the candidates they have presented for examination. (2) That a warning be sent to each of these schools before the end of July. (3) That if in the year following the same bad results are shown, notice be sent that the privilege of recognition will be withdrawn. (4) That if in the fourth year fair results are shown, no action will be taken. (5) That the resolution have retrospective effect with reference to the present year. I do not know whether the matter is worth all this trouble. It might be just as well to leave such schools to the inevitable punishment which must overtake them in the ordinary course of things. A school which persistently shows bad results is bound to come to grief in time, and in the meantime its bad results constitute a punishment in themselves. We seem sometimes here in Bengal to err in the direction of grandmotherly legislation, and to insist on regulating many a

matter which might well be left to nature. Of course we like the trouble, but that ought not quite to constitute a reason.

At the beginning of this year a proposal was brought before the Faculty of Arts suggesting that at the F.A. and B.A. examinations where a classical language is offered by a candidate for examination, a paper should be set containing (i) passages in English for translation into one of the recognised Indian vernaculars, and (ii) a subject of original composition in one of the said vernaculars. The Faculty appointed a committee to consider the proposal, and the committee now recommends that at the F.A. and B.A. examinations an optional paper be set requiring an original essay to be written in Bengal or Urdu, proficiency in which will entitle a candidate to a special certificate, but will not be counted towards a pass. The recommendation will at any rate do no harm, though it is doubtful whether it will produce any good if adopted.

Another recommendation recently considered by the Faculty of Arts was one for making History a compulsory subject at the F.A. examination. At present History, Logic and Chemistry are optional subjects in the sense that no fixed minimum need be secured in these subjects, while marks gained above a certain number count in the candidate's total. Naturally, the students leave these subjects pretty much to take care of themselves, and the result is rather wearying to the unfortunate examiners in these subjects. Very rightly, however, the Faculty rejected the recommendation. The F.A. examination is already burdened with a multiplicity of subjects, and the student has quite enough to look after as it is. We hope soon to see a scheme brought forward for the bifurcation of the F.A. examination and the consequent reduction of the number of subjects required from a candidate. Such a scheme is, we believe, already being bruited, and it is sure to ensure support when it comes up.

The Director of Public Instruction has been lately commenting upon the lack of discipline among the pupils of schools and colleges in Bengal, and has expressed an opinion that the real remedy is to be found "in some kind of moral or religious instruction." The Lieutenant-Governor "is inclined to agree with Dr. Martin that, if any system of moral instruction could be devised which would be acceptable to the native community, the effect would be beneficial to the rising generation of students." Sir Alexander Mackenzie fears, however, that "it is utopian to expect that any system of moral text-books can be devised which would be acceptable to all sections of the com-

munity, and he can only look for a remedy for the defects so strongly described in Dr. Martin's report to the extension of boarding-houses under superintendents of high moral character, the encouragement of manly exercise, the strict enforcement of discipline by infliction of adequate punishment for violation of it, and to the influence and example of the teachers themselves." We thoroughly agree with Sir Alexander Mackenzie, and would go even further. To make students moral by means of good little moral text-books would be about as sensible as inspiring religious zeal by act of Parliament. Any work however in the direction denoted must of necessity be slow. We have no strong body of public opinion on such matters in Bengal. Without this in reserve, educational efforts cannot work with the strength and force they might otherwise exert.

I have a few changes to chronicle. Dr. Martin is now officiating as Director of Public Instruction in place of Sir Alfred Croft, who is at present on special deputation work. Mr. Justice Trevelyan succeeds Sir Alfred Croft as Vice-Chancellor of the University. Our late Vice-Chancellor will be very much missed. He was an ideal Chairman at University meetings, besides being a keen and wise educationist. Mr. Pedler has vacated the posts of Principal of the Presidency College and Registrar of the University. He is succeeded in both by Mr. J. H. Gilliland. In Mr. Pedler the University loses a strong, firm, and judicious Registrar, and we grudge him to the staff of Inspectors which he has now joined. Mr. Gilliland's place on the Syndicate has been filled by Dr. Martin.

In conclusion let me wish you and your readers a very happy New Year and a career of increased prosperity and growing strength.

OUR BOMBAY LETTER.

The most important event in the Educational world of Western India is the annual meeting of the Senate of the Bombay University on the 12th of December. Changes in the constitution of the Syndicate and Examination Reform had been for a long time under consideration of an Examination Reform Committee and of a Special Committee after that, and at last the result of careful considerations was put before the Senate in the form of proposals moved by the Hon'ble Mr. Mehta.

The readers of the "Educational Review" are already acquainted with the nature of the proposals. There were a few amendments on the Agenda paper; but they were either timely with-

drawn, or were lost if not accepted by the mover and inserted. All these proposals were carried by substantial majorities. The majority of the Fellows seemed from the very beginning of the session in favour of the proposed changes.

The only vigorous opposition was led by Principal Hathornthwaite, who at times had to fight single-handed. He contended that there was a singular lack of arguments in favour of the proposed changes. With regard to the constitution of the Syndicate which with the Deans will now number 15 instead of 11 as before, he pointed out that an executive body to be efficient must be as small as possible, otherwise it would cease to be a sober executive weighted with a proper sense of responsibility; that the responsibility of each individual would ultimately "vanish in the limit;" that the change would lead to retardation in the despatch of business and diminish the efficiency of the executive; that it had not been proved that any new and important object would be secured by the change; that the Deans had no leisure for the performance of the onerous duties of Syndic, but that if the Deans were required in the Syndicate they could be elected individually without having to 'ex-officio' take part in the considerations of the Syndicate. He did not regard the special clause about the formation of Sub-Committees composed of the Deans and Syndics of each Faculty necessary, as the Syndicate already possessed the power of forming Sub-Committees and delegating business to them and exercised it.

The strongest and certainly most sensible objections were raised by the same gentleman against publishing the marks obtainable in each examination. He said that the scheme would lead to cram, against which was remarked that cram already existed; but it was forgotten to consider that if it existed it was not the business of such an honorable body as the Senate of a University to laughingly encourage it. Principal Hathornthwaite referred to the analogy of European Universities where "the feeling of all cultured men was altogether opposed to this sordid and extremely mechanical conception of examinations" which was "injurious to many while beneficial to none, and would not increase the dignity and prestige of the University."

Certainly this innovation has been hailed with joy by many, as the percentage of marks for the various examinations will, in the words of the Hon'ble Mr. Mehta, be "no longer an unwritten rule," but a certainty. If the examiners, as some who are inclined to think so said, are a set of unreliable men, this publication of marks may

appear to many as a kind of safeguard against all imaginable wiles. But it still remains a question whether the charges against the examiners can be maintained, and also whether the rule is a sufficiently strong measure against irregularities, if any should occur. It seems a pity that an educationist like Principal Hathornthwaite, who from actual experience must know the dangerous tendencies in students in this country, should have raised his warning voice in vain, prompted as he undoubtedly was by the best and purest motives. This warning alone should have made the promoters of the scheme pause, before allowing the list of marks to go into the Calendar. Still as matters stand, it is no use "crying over spilt milk" and we must hope for the best.

At the same meeting certain amendments to the regulations of the Senate were passed in order to approve and validate the action of the Syndicate regarding the postponement of examinations and the transfer of some to other centres on account of the plague and the destruction of the examination mundap in Bombay by fire.

We mourn the loss of a promising educationist which was occasioned by the untimely death of Rev. James F. Gardner, M.A., B.D., Missionary of the Free Church of Scotland and Professor of History at the Wilson College. He had just four weeks before returned from furlough which he had spent in Scotland and on the Continent. The son of an Indian Missionary, he had at an early age felt himself drawn towards India. After finishing his Arts and theological courses in Edinburgh with distinction, he joined the Wilson College Staff in 1888. He is said to have wielded a broad and at the same time deep influence among the students who both admired and trusted him. He inspired them with a love for study, and deeply impressed them with his self-denying and loving sympathy towards them, and he endeared himself to his friends by singular courtesy and consideration, unaffected simplicity and humbleness. He showed good taste and ability in literary work in which he was engaged in addition to his regular duties. His academic qualification and helpfulness were recognised last year by Government by whom he was nominated a Fellow of the University.

The plague is affecting our schools and colleges in Bombay to a considerable extent. Some of the schools, however, are having their Mid-winter holidays just now, and the effect of the plague will be noticeable only after their re-opening. The Principals of the three Arts Colleges of Bombay met on the 30th December in a Conference and agreed to recommend "that the colleges

do not re-open until the beginning of February on account of the unhealthy state of the city." Letters from students and others urging the temporary closing or removing of the Government Law class and the closing of schools and colleges have appeared in the daily papers and continue to be received, though the editors don't see the advisability of publishing them. Meanwhile the Director of Public Instruction has declined to grant his consent to the postponement of re-opening the Arts Colleges of Bombay; accordingly, the Elphinstone College re-opened on the 4th January. The colleges are in good sanitary condition, and no special apprehensions are warranted for the present, though it is possible that the attendance in proportion to the numbers enrolled will be very low, since the students are panic-stricken. Still the fact that they have to put in a certain number of days for their term will be felt as a wholesome check on a good many.

BURMA LETTER.

With the exception of the schools in Rangoon nearly all the Anglo-Vernacular Schools in the province have been examined. The results have not yet been collectively shown, but the general opinion is that there is progress in the accuracy with which the papers have been done. It would probably be advantageous to publish collectively the results of all the schools with a view to showing school-managers how other schools are doing. There seems to be a great lack of *esprit de corps* among managers. One finds that examination papers are rarely passed on from one to the other as is done by schools at home.

The drawing examination for teachers has come and gone, and the results are so far satisfactory. When one remembers that the work this year was begun late, and that little time was given to perfect arrangements, there is little room for being disappointed with the outcome. Itinerant Teachers who only attended for six weeks have done well. A noticeable feature in the results is the good appearance made by pupils from the Promethean Centre. The pupils from Rangoon have not done so well as was expected. The examination has shown, what was expected, that the Burman takes considerable pains in this subject and has a natural taste for it.

It is rumoured that a proposal will be made at the next meeting of the Educational Syndicate

to alter the entire system of examination in Burma. The proposal is to substitute the teacher for the Inspector in promotion examinations, the Inspector's duty being confined to inspection. The *pros* and *cons* will no doubt be stated clearly when the question comes up for discussion, but from the remarks in the introduction to the Annual Report on Public Instruction which has just been issued, it seems unlikely that the Department will accept the proposal, at any rate in the shape in which it is now made.

The Report on Public Instruction shows considerable progress all round. I dare say it will be made the subject of a special article so that reference need only be made to the remarks made by the Chief Commissioner in his resolution.

He is in favour of carrying Vernacular Education further than the Seventh Standard which is at present the highest Vernacular Examination. The increase of Vernacular Schools is referred to, and in this connection the work of Itinerant Teachers and Deputy Inspectors is commended. The Normal Schools have not satisfied the Chief Commissioner, and the work prescribed for the Teachers' Examinations is, in his opinion, too hard. In referring to these examinations a reference is made to the report of the examiners last year, who stated that questions on school routine were as a rule well done, but that those bearing on the text-books were not well answered. The Director is requested to give his opinion regarding the text-books prescribed. That the Patamabayan examination has been successfully carried through is a matter for congratulation.

Mr. Pope, the Director, is commended for his administration of the Department during the year.

Correspondence.

To

THE EDITOR,

"The Educational Review."

SIR,

I find in your July number a review of my *Selections from Longfellow's Poems* which calls for a reply. I could not notice it before now (November) as I was away on a prolonged tour.

The reviewer praises my Introduction, Critical Review, and treatment of *Evangeline*; and then proceeds to point out what he regards as deficiencies in my treatment of the Minor Poems. His adverse criticism seems to me to be based largely, if not entirely, upon some misconception or other.

His conclusion that I have "not made the best possible selection from the Minor Poems" was, I

feel certain, made in temporary forgetfulness of the fact that Longfellow lived amongst us till 1882, and that most of his Minor Poems and of his general poetry is still just as much copyright as Tennyson's. Messrs. Bell did not feel called upon to go to the unnecessary expense of including copyright poems in my selection. My field of choice was therefore restricted by copyright. It was also restricted to a fixed number of pages of text which I felt obliged eventually to exceed. The inclusion of *Evangeline*, a long poem of 47 pages, required by the publishers, necessitated the exclusion of many excellent Minor Poems, such as "The Building of the Ship" and "The Beleaguered City" mentioned by the reviewer. The other three poems he mentions are copyright, and I was sorry at being unable to include two of them—"My Lost Youth," which has an autobiographical value, and "The Ladder of St. Augustine," which is so typical of Longfellow's mind and manner. The autobiographical poem *Mezzo Commis* ("Half my life is gone"), written in 1842, I had actually in type, but was compelled to omit on finding that it was first published in 1886. The poems I have given are typical of Longfellow's manner, and his thin early volumes, of which the copyright has expired, contain some of the best Minor Poems he ever wrote, so that my selection is after all fairly representative. So much for the selection of the Minor Poems.

The reviewer then censures my notes on the Minor Poems. Here is my reply to each of his statements. He writes—"We may take those (notes) on *The Wreck of the Hesperus* as a specimen of what we object to." He, therefore, regards my treatment of this poem as objectionable and as "a specimen," presumably a fair specimen, of what is objectionable in my treatment of each of the Minor Poems. Now for his proofs. "The notes cover about 24 pages of print." There is nothing wrong in that. "One page is devoted very rightly to the genesis (*genesis*?) of the poem, and some remarks on its metre." Why, this is praise! "The annotator has, however, failed to point out that the Southern (?) Ballad of 'Sir Patrick Spens,' given in Percy's *Reliques of Ancient Poetry*, supplied Longfellow with his model." Quite so. My plan has been to make, concerning the genesis and literary history of each poem, only such statements as are guaranteed by the authority of Longfellow himself, found in his Journals and Correspondence. That "The Wreck of the Hesperus" is modelled on the old Scottish or Northern (not Southern) Ballad of "Sir Patrick Spens," as the reviewer somewhat dogmatically asserts, I regard as probable; but there is no authority for the statement other than its inherent probability, based on a few slight resemblances; and it is very far from being an axiomatic truth. And if there is any conscious imitation, it was probably the fuller copy of the Ballad given in Scott's *Border Minstrelsy* that was present to Longfellow's mind, and not that given

We much regret that one or two printer's errors crept into the Review referred to. For these the Reviewer is not responsible. [Ed. E. R.]

in Percy's *Reliques*. "The notes proper start off with close upon half a page, extracted from Webster's *International Dictionary*, on the word 'schooner,' occurring in the first line." I suppose the reviewer thinks this is a fault. I do not. The extract is justified, because (1) the whole poem is about a schooner, (2) the Americans justly claim the invention of the name, (3) the writer of this poem is America's greatest poet, and (4) the printing of this particular note saves for the student the time and trouble of transcribing a long extract from the Webster in his College library—a labour that would be of no earthly use as an intellectual exercise. This is no case of looking up an ordinary word, which the student could just glance at in a Dictionary and easily remember afterwards. I have printed the extract, for the convenience of students, largely on account of its length. I should add, moreover, that this is an isolated instance, and not "a specimen," of a very long note from any Dictionary. "There remains about 1½ page of notes on the remaining 87 lines of the poem, of which at least one-quarter of a page is devoted to mere scansion." If the reviewer had taught Indian students, as I have done for a large number of years, English metres as irregular as those of this poem, and was fully aware of the difficulties they present to such students, he would hardly talk of "mere scansion." "As the book is expressly intended for Indian students, we certainly think that there should have been notes on l. 11, the veering flaw (*sic*), l. 28 cable's length, l. 49 "lashed" (the construction of which is difficult), l. 50." As regards "the veering flaw," "flaw" occurs in l. 109 of the poem immediately preceding, and is explained in the note thereon (See p. 105), where it is distinguished from a gale and a hurricane. It is also given in the *Index to the Notes*. I cannot blame the reviewer for not noticing this, but it was present to my mind, and would be known to any student who went through the book. "Veering" is a mere Dictionary word. As regards "cable's length," if Longfellow had written "a cable's length" instead of "her cable's length," I should have considered a note necessary. As it is, I do not. The words are used in their ordinary meaning, and the cable of a schooner is much shorter than "a cable's length," which is one-tenth of a sea-mile. If it be the grammatical construction on which the reviewer thinks a note should have been given, there again I disagree with him. This construction is a commonplace in High Schools, and my book is intended for College students. Again, "lashed" is an example of a construction well known to boys in High Schools, and the "his" in the following line seems to me to make the meaning clear, and to show that lashed is not to be taken with "lantern." "In the text of the edition under notice this line (l. 50) is badly printed and will not scan, the word 'turned' having been omitted. The notes do not correct this misprint." What are the facts? The word "turned" first appeared in later editions of the poem which are still copyright. My text, as I have stated in the opening words of the notes to these Minor Poems, is that of the first edition, which is no longer

copyright. There is no misprint, error, or omission of any kind in the line as it stands in my text. As regards the scansion of the line, which the reviewer says "will not scan," I actually give, in my note to the line, what is the only possible scansion for it here. In the same note I refer back to my remarks on the metre of the poem (p. 136), where I say—"Two whole lines (ll. 10 and 50) trochaic trimeter catalectic; but, feeling these to be out of place, the poet changed them into iambic measure in later editions." As to the statement that "the notes do not correct this misprint" (the non-printing of "turned" is meant), I need only quote the last sentence of my note on this line—"The latest edition reads, 'with his face turned to the skies,' " (See p. 138). This is, therefore, an oversight on the part of the reviewer. If he had spent as many weary hours as I have done in the British Museum Library, collating the texts and various readings of the different editions of Longfellow's poems, he would be more careful in talking about misprints which do not exist. "There are many other serious omissions in the notes on this selection as well as in those to the other selections." That is a grave charge, and I hope the reviewer will either substantiate it or withdraw it. There is not a single omission from cover to cover that has not been carefully made after due deliberation and with some well-defined purpose. If everything is explained and nothing at all is left to the student, the educational value of notes, as I understand it, is completely destroyed. I fear there is too much of this 'inordinate annotation. In nearly every instance I have passed over ordinary dictionary words and ordinary grammatical constructions, and have written notes only where the words or constructions are extraordinary, or where the student might err in selecting the right one out of more than one possible meaning or construction. It is easy to write voluminous notes by padding them with grammar and with definitions from dictionaries accessible to students themselves, but I think most Professors of English will agree with me in thinking that that is not the ideal way of teaching literature. It is much more difficult to know just how much to say and where to draw the line; and I have given the results of my own experience of the requirements of students who are learning English Literature in the Colleges of India.

M. T. QUINN.

CONTEMPORARY EDUCATIONAL PERIODICALS.

The December number of the *Journal of Education* (London) begins as usual with occasional notes. These bear chiefly on the Bills connected with Education likely to be introduced into Parliament when it meets next month, the election of Mr. Jebb as Chairman of the Joint Committee of Teachers, the Rugby Conference of Headmas-

ters, the remarks of Dr. Temple with regard to rate-aid at the Conference of Members of Convocation and the houses of laymen on the Education question, the strike of undergraduates for better dinners at St. John's College, Oxford, and the establishment of a University of Paris.

Nature-study is part of an address by Professor Louis Miall to the Teachers' Guild of Great Britain and Ireland. The Professor admits that there has been a notable improvement in the quality of teachers of all grades. However, the teacher of to-day is not wholly free from faults. The most serious fault in him is that he is an extinguisher of curiosity. It is not the school-master only, the professor is as bad, if not worse. Both deaden curiosity by telling pupils or students a great deal that they do not want to know. This deadens the natural tendency of the human mind to inquire into things around. While much information is presented to the learner's mind, ordinary teaching does not produce a thirst for knowledge, a habit of inquiry. The aim of the teacher is to excite the spirit of investigation, that is to say, to make his students learn, not from text-books, but from Nature by the help of their five senses. The spirit of inquiry can only be communicated by those who have it, by those who habitually inquire themselves. This does not imply that the teacher of science should be an original thinker on scientific subjects. But it implies that the teacher should not trust merely to second-hand information, should always have recourse to observation and experiment. He must have himself the habit of investigating into nature, though he might not add anything at all to the existing stock of knowledge. The real aim of the study of nature is not to train physiologists, botanists or zoologists, but to make men handy, inquisitive, thoughtful, accurate and sympathetic towards all the nobler forms of human effort.

The other articles of importance are "A Great Headmaster," by Mr. C. R. Haines, and "Bible Teaching and Evolution," by the Hon'ble E. Lyttelton. In the former the writer describes with great enthusiasm the work done by Dr. Benson while headmaster of Wellington College. In the latter, Dr. Lyttelton makes the following suggestion: "Teach a selection of the stories as they stand to children; introduce growing boys to the idea of a *compilation*, a blending of poetry, history and legend; to older boys point out that, while the gospels state things truly, the old stories teach truth. Dwell upon that truth. But unless both the boy and his teacher have some idea of the fact of kin and its significance, much

of what they read will seem uninteresting and obscure to the end."

Of the two leading articles in the December number of the *Educational Times*, the first is only of local interest and treats of the prospects of legislation in connection with Secondary education in England. The second is of more general interest and deals with the question of stimulus. The gist of the article is contained in the following sentences from it: "Work done under strain and pressure is not the best work. Examinations are not the best stimulus."

The notes are on the chaotic condition of secondary education in England, the attempt to develop Mason's College, Birmingham, on University lines, the resuscitation of the University of Paris, and Mr. Walker's experiment at St. Paul's Day School to encourage athletics among his students. This experiment is interesting. The school is divided into five sections, and each section is given a weekly half holiday, which is conditional on the time being given up to concerted games.

The only article of importance in this number is Mr. Holman's paper on "Pleasure as an Educational influence, and how to realize it," read before the College of Preceptors. The following paragraph from the paper contains its substance:

"The purely pleasurable side of learning may be specifically cultivated by introducing less formal, amusing and purely entertaining lessons into school-work. Thus a short time may now and again be given to puzzle and general knowledge competitions, and the inspection and the appreciation of the best work of previous pupils. When a class has achieved some special merit in its singing, or recitation, it might be allowed to perform before another class, or the rest of the school. Pupils' reading circles, circulating books club, and school magazine are excellent sources of profit and pleasure. All these should be almost entirely in the hands of the pupils as to the management and working of them, they receiving only such guidance and control from the teacher as to make them yield their fullest fruitfulness. Outside of school hours, but directly in connection with the school life, such undertakings as at-homes (teachers to senior or junior pupils, and *vice versa*, and seniors to juniors, or class to class, &c.), concerts, dramatic entertainments, and dances should be encouraged. Organised games and societies are also most valuable. And, as often as possible, the most accomplished artists, lecturers, &c., that can be obtained should be invited to entertain and instruct the pupils. For these things make the school life one of the best parts of early life, and

not a misfortune of it; and so we shall get in our schools less of formal learning but more of real life, which is the truest and deepest learning."

"Scholastic Zoology" is an amusing farce illustrating the futility of meetings of masters in schools. The moral pointed by the farce is: "Many councillors, little counsel."

Most of the articles in the December number of the *Educational Review* (London) are reviews of books. The only article of general importance to educationists is the one on paraphrasing English verse. The writer endeavours to show that paraphrasing can neither produce comprehension nor prove to an examiner that the passage set for paraphrasing has been comprehended by the examinee. It cannot secure facility of language. If students do not love poetry, to make them paraphrase it is the most hopeful method of securing that they never shall.

Reviews and Notices.

Principles of Arithmetic, BY HOMERSHAM COX, M.A.,
Macmillan & Co., London and New York, 1895.
Rs. 2.

In the preface to the first edition of this excellent little book—which appeared so far back as 1885—the author stated that his object was to give "an account of the Principles of Arithmetic, omitting all merely mercantile applications." This object has been very steadily kept in view with the result that a book has been produced on the theory of Arithmetic which we can heartily recommend to all conscientious teachers of a most interesting but sadly neglected subject. The miserable state of Mathematical education in the Presidency is entirely due to the fact that the foundations are very badly laid in the lowest classes of schools, and this again is due to the fact that very few of the teachers concerned are really competent for their task. The University Examiners in Arithmetic could do a great deal to promote sound teaching in this important branch of Elementary Mathematics by setting papers of a higher standard of excellence than we have been getting from them of late. If every teacher of Arithmetic in quite the lowest classes of schools—and of course teachers of the higher classes too—would only study Mr. Cox's admirable booklet, we might expect to find soon a general improvement. Chapter I of the work before us, after a brief Introduction, deals with Numeration; Chapter II "treats of the four simple rules in as many Sections;

Chapter III takes up the Properties of Numbers, introducing us to the various theorems (Commutative, Associative and Distributive) relating to the four simple rules, G. C. M., Prime and Composite Numbers, and L. C. M.; Chapter IV deals with Vulgar Fractions and Ratio and Proportion; Chapter V with Decimals, of course giving lucid explanations of the processes for contracted Multiplication and Division; Chapter VI with Powers, Roots and Incommensurable—including Geometrical illustrations; Chapter VII with two portions of Arithmetic that we search English Text-books for in vain—*viz.*, Permutations (or as our author calls them Variations) and Combinations and Arithmetical and Geometrical Progression; and also has Sections as Figurate Numbers and on the squares and cubes of Numbers. Each Chapter is followed by a brief collection of well-chosen and suggestive Examples. Some of the questions we cannot forbear from quoting as they show the scope of the work. From the Examples on Chapter I—"Express by means of Multiplication only, the first twenty numbers, using as few symbols as possible;" "Express 243 in the binary system (with 1, 0 as symbols)." From the Examples on Chapter II—"Without using the Multiplication table multiply 229365 by 2063;" "Without using the Multiplication table divide 389748 by 263." In the Examples on Chapter V we find such Exercises as: "Find to 7 decimal places the product of 6981543 and 8284785;" "Divide to 6 places of decimals 8987678 by 7965341"—belonging to a class of Examples common enough in papers set at home, but conspicuous by their absence in the Calendars of the University of the Arithmetically (at all events) "Benighted Presidency."

There is one noticeable omission in the Section on Simple Division, *viz.*, division by factors, with of course a proof that the final remainder so obtained will always be less than the whole composite divisor.

We have noticed a few misprints. On p. 49, ninth line from bottom, 19 should be 17; on p. 59, third line from bottom, 406 should be 496; on p. 66, eighth line, "same unit" should be "same kind;" on p. 91, ninth line from bottom, 9 should be inserted between 45 and 41; on p. 96, nineteenth line, $\frac{2}{3}$ should be $\frac{5}{6}$; on p. 99, eighth line from bottom, 7 should be 7; on p. 154, seventh line from bottom, the last "permutation" in the line should be "two."

The Light of the World, or The Great Consummation, BY SIR EDWIN ARNOLD, K.C.I.E., C.S.I., illustrated after designs, BY W. HOLMAN HUNT. Longmans, Green and Co., London and Bombay. 6s.

This is a new edition of Sir Edwin Arnold's well-known poem. It would be superfluous on our part to attempt anything like a criticism in this review. The name of the author and the fact that the poem has already gone through more than half a dozen editions are of themselves sufficient guarantee of the excellence of the work. We will therefore only confine ourselves to a brief outline of the subject-matter.

As the title shows, the poem is religious. The poet goes back in thought to that holy time when our blessed Saviour walked this earth. The poem opens with a description of Bethlehem and the Nativity. The language and the verse of this part of the poem are in keeping with the subject. As we read we would fain imagine that we were wafted back to that wonderful and glorious time. It would seem, too, as if the poet himself had caught a faint echo of that divine music when he says:—

"Souls that are gentle and still
Hear the first music of this
Far-off, infinite bliss."

The poem then goes on to describe the grief which Pontius Pilate feels at his having done to death the man in whom he found no fault. His grief, too, is increased by the thought that he might have learned the Truth from Him, had he not been so haughty in demanding it. A scene next follows between Mary Magdalene and Pontius Pilate, for he is anxious to hear more about this man who had been so unjustly put to death. Mary's words are simple but most telling, and Pilate has to quit her presence in haste lest one other watch spent with her should brand him Nazarene.

Next follows a dialogue between a Buddhist from India and Mary Magdalene. The former was one of the Magi who had seen the star and had been drawn by it to Bethlehem to see our newborn Lord. The Buddhist is curious to hear more of this Wonder of Wonders, for, since his return to India, he had but heard vague rumours of miracles. Mary tells him about the Alabaster box and the parables and how Christ won her from her evil ways. The Buddhist listens attentively to Mary's description of Christ's doctrine, for a ray of the divine light seems to have penetrated his soul. He contrasts the teaching of Christ

with that of Buddha, and sees how fuller and truer is the former. In Mary Magdalene he predicts a deathless fame, and for the Great Consummation:—

"A Thought-Dawn born,
Which shall not cease to broaden, till its beam
Makes noon of knowledge for a gathered World,
Completing what our Buddha left unsaid."

The Buddhist concludes by acknowledging that the Great Teacher is "truly the Son of God."

The whole poem is a beautiful description of our Saviour's life and teaching. It is worthy of being read by all, and we cannot fail to have our thoughts ennobled and purified from a perusal of it.

A word of praise is due to the publishers for the excellent way they have got up the volume. The printing is clear and large and the illustrations, which are after designs by W. Holman Hunt, add to the beauty of this new edition.

An Introduction to Human Physiology, BY AUGUSTUS D. WALLER, M.D., F.R.S., Third Edition. Longmans, Green & Co., London, New York and Bombay, 1896. 18s.

The appearance of a new edition of this well-known text-book affords us an opportunity of warmly recommending it, both to Indian Medical students and to Teachers of Elementary Physiology in this country. The author, himself a distinguished Physiologist, and a lecturer on Physiology at one of the London Medical schools, has kept constantly in view the requirements of Medical students and the position which the subject should occupy in Medical education. As an introduction to Human Physiology, occupying an intermediate position between the more advanced text-books, such as those of Foster, or of Landois and Stirling, and the many elementary works published within recent years, we know of no better book. Unlike the majority of Elementary text-books which devote a considerable amount of space to the histology of the tissues and organs, a subject which ought properly to be included under Anatomy, in the present work the author confines himself practically to pure Physiology, and a previous knowledge of histology is taken for granted. Thus in discussing such glands as the pancreas, salivary glands, &c., elementary anatomical details are omitted, but a full account is given of the changes which the secreting cells undergo as a result of their activity. At the commencement of each chapter there is a somewhat elaborate heading, practically amounting to a condensed summary of what follows, and this the student will doubtless find useful. The more advanced portions of the subject, which the junior student may with advantage omit during his first reading, are indicated by the prefix of two asterisks

in these chapter headings. The first or introductory chapter, in which the scope of Physiology is discussed, seems to us to be somewhat unnecessarily short, and the account of protoplasm to be scarcely adequate to the requirements of the present day. The remaining chapters furnish an admirable and lucid description of the functions of the human body, in which full advantage is taken of the most recent physiological discoveries. The accounts of the origin and nutrition of the embryo, and of the constitutional formulae of some of the chief proximate principles, are reserved for special treatment at the end of the volume. There is also a very complete bibliography, which is not likely, however, to be of much benefit to the Indian reader. Upwards of 300 figures are scattered through the 600 pages of text, and the majority of these are excellent; many are original, and not a few embody the special work of the author himself.

In conclusion, we would once more express the opinion that the present work is one that might with advantage be studied by teachers of elementary Physiology in this Presidency, as an introduction to the admirable, but more elaborate, text-book of Professor Foster. The majority of these teachers have not had the benefit of a special training in Physiology, and were many of them to increase their knowledge of the subject by more extended reading, there would probably be less inclination on the part of their pupils to commit to memory passages from the text-books in common use.

(1) *The Civil Service Reader*. 2s. (2) *The Civil Service Essay Writer*. 1s. (3) *Companion to the Civil Service Essay Writer*. 1s. 6d. BY T. EVAN JACOB. Macmillan & Co., London and New York, 1895.

These books may be very strongly recommended to students who are desirous of attaining proficiency in the art of English Composition—an art for which English school-boys, generally speaking, show least aptitude, and notoriously difficult for Hindus to acquire. It cannot be too strongly impressed upon the minds of students that they must not write because they have to say something, but because they have something to say. If they have nothing to say, they should say it and be done with the business. In the introduction to the first of the books on our list, Mr. Jacob rightly lays down the principle that to "acquire the art of composition the student must read carefully the works of great writers." As, however, the young student has not time for the extensive reading thus advised, the first volume contains about forty selections from eminent English writers—the selections being chosen not only for their "clear, literary style," but also because they are "of the proper length for such an essay as the

young student should aim at writing." Amongst the writers laid under contribution are Addison, Lamb, Hefschel, Jane Austen, Dickens and Thackeray. The second book of the series furnishes very practical and valuable hints on Essay Writing. Chapter III is especially interesting and deals with such matters as how to begin and end an Essay, the body of the Essay, and—most important of all—on relevancy, proportion and order in the materials of the Essay. There is also a brief and useful appendix on Letter-Writing. The Companion, if judiciously used, will still further materially improve the conscientious student's powers of composition. It contains materials for Essays on some dozen carefully selected subjects; Exercises on Grammar, Diction, Synonyms, Paragraphing and Punctuation; and a few Specimen Essays. A careful study of Mr. Jacob's books and an intelligent use of the Reading Room that we find nowadays attached to every well-conducted School and College will, we are confident, enable Hindu students to write creditably on any subject within their grasp.

"The British Colonies and their Industries," BY THE REV. W. P. GRESWELL. Philip & Sons, London, 1896. Third Edition. Price 1s. 6d.

This work on the British Colonies and their Industries is divided into two portions. The first contains a number of facts relating to the history, area, physical features, population and products of each Colony and Settlement. The second contains a short and descriptive account of more than thirty typical industries which constitute the chief wealth of these Colonies. We do not know of any work which covers quite the same ground and which is suitable for school use. Mr. Greswell strongly recommends the use of the magic lantern to illustrate the different countries and industries described, and in this connection he suggests a list of subjects for lantern slides, all of which can be obtained of G. Philip & Sons, 30, Fleet Street, E.C. Mr. Greswell rightly says that "barren statements of statistics in Geography may be resolved into a series of definite pictures seen at the right moment of instruction, and possessing in each case an educational value." In the Introduction to the work the author briefly retails the history and character of British colonisation. The advantages which Great Britain enjoys as a receiving and distributing centre are concisely shown. A noteworthy and creditable feature of the book is the historical portion. This is calculated to arouse an interest in the rise and progress of British Colonies.

The Sovereign Reader, BY G. A. HENTY. London, Blackie & Sons, 1896. Price 1s. 6d.

This is a new edition of the little book which Mr. Henty compiled on the occasion of the Jubilee of Queen Victoria. The story of the Queen's reign in the new edition has been brought down to 1896. The book of course does not contain "even an outline of all the events, all the inventions, or the wonderful progress that has been made" during the last sixty years. But the most important events of the Queen's life and reign have been touched upon. The book, even apart from Mr. Henty's style, is extremely interesting, the more so as it deals with so many recent events. As a rule people know but little of the history of their own times; this little book will supply that want. The illustrations are numerous and well executed. If there is occasion to make any objection at all to this charming little book, it is that the domestic and social life of the people does not receive adequate attention, much space being given to the various petty foreign wars of England. On the other hand, the personal life of the Queen is dealt with somewhat at length and this portion cannot fail to interest all readers.

Lessons in English for Beginners, BY DAVID CAMPBELL, Rector of Montrose Academy. Blackie and Son, London. 1s.

The chief feature of this little book in English Grammar is, as the author himself says in the Preface, that it presents to the beginner but one difficulty at a time. The method adopted is certainly one of the best for bringing home to the youth each step in this most difficult of studies. Most teachers know only too well the danger of hurrying on children in this subject, and how often do we find boys of the higher classes with but a very hazy idea of Grammar. The fact is before the boys had mastered one point, and thoroughly understood it, they were hurried on to the next, and in this slipshod way have they scrambled through the subject. Now, without a good foundation in Grammar, progress in the study of English can never be satisfactory. Some such book as the one under review would correct much of this superficial instruction, for no pains have been spared to fully illustrate every point of difficulty which is likely to trouble the youthful learner. The explanations are clearly expressed and the examples full and well chosen.

Longmans' Word-Building and Spelling Book, BY W. H. DRINKWATER. Longmans, Green & Co., London, New York and Bombay, 1896. 1s. 6d.

Yet another book to teach spelling! We must confess to having very grave doubts as to the possibility of teaching children how to spell correctly by merely mechanical rules and devices, no matter how ingenious the latter may be. A certain amount of natural intelligence aided by habits of careful reading are, it seems to us, all that is required. There is really nothing beyond familiarity with the words and their meanings to show one how to spell correctly, say, such words as *bereave*, *retrieve*, *receive*, *benign*, *strychnine*, *anodyne*, *proceed*, *precede*, &c. To learn the correct spelling of these and other words in any other way would be an intolerable burden to the memory. Of all books on spelling, however, which we have seen, we freely confess that the work before us is one of the best. The jingles, dealing with words sounded alike but spelt differently, are an especially happy feature of the work. The book may be commended to the notice of the Heads of Schools for European and Eurasian children in this country.

Leaves from the Note-books of Frances M. Buss, EDITED BY GRACE TOPPIS, L.C.P. London, Macmillan & Co. Price, 3s. 6d.

This work contains a selection from the weekly addresses of Miss Buss to the girls of the North London Collegiate School. The addresses make no pretension to literary merit. In fact they are really only notes, much of the most interesting matter being omitted because delivered in an extempore form. But notwithstanding this disadvantage and the fact that the addresses were not specially prepared by the late Miss Buss for publication, they contain much which will not only be valued by her many pupils as a tribute to her memory, but will prove of service to those headmistresses who follow the wise course of addressing words of advice to their pupils on set occasions. A few of the subjects dealt with are Domestic Love, Household Duties, Public Spirit, the various virtues such as Courtesy, Cheerfulness, Self Control, &c., all of which are treated of in a simple, practical, and common-sense manner.

Blackie's English Classics, Selections from "King Richard II," "As You Like It," "Merchant of Venice," "Julius Cæsar," and "King Henry VII."

The above are published in little handy volumes at the extraordinary low price of two pence each.

Each selection is prefaced with an outline of the story of the play. The selections have been judiciously made, for care has been taken to choose the most noted passages and at the same time to make from the excerpts a condensed epitome of the story of the play.

The notes to each booklet are short, but quite sufficient for those who are beginning the study of Shakespeare.

The whole series forms a good introduction to Shakespeare for beginners, and we trust it will have a wide circulation, as it fully deserves it.

Exercises in Analysis, Parsing, and the Correction of Sentences. William Blackwood and Sons, Edinburgh and London. 6d.

It is stated in the preface that these exercises were compiled with a special view to the requirements of candidates for the Leaving Certificate Examinations and the Preliminary Examination of the Scottish Universities. Others, however, will find them a useful compilation. The exercises in parsing are particularly good, great care having been taken to choose examples with those constructions which generally afford the greatest difficulty to the beginner. Teachers, too, will find the book of great use, especially when teaching grammar, as they will have at hand a large number of well-chosen examples in parsing and analysis.

Word-Building, Transcription and Composition, BY ROBERT S. WOOD. Macmillan & Co., London and New York, 1895. Parts I and II for Standards I and II. 2d. each. Parts III and IV for Standards III and IV. 3d. each.

These simple exercises to serve as aids to correct spelling in the Standards are evidently the work of an experienced teacher. They are instinct with common sense, and eminently practical. We cordially recommend them to teachers for introduction into schools.

Longmans' Ship Reading Sheets. Longmans' & Co., London and Bombay, 1896.

The Ship Reading Sheets, which are taken from the First Primer issued by the same firm, are, perhaps, the most artistic and beautiful reading sheets we have yet come across. They are about three feet by two in size, are mounted on stiff untearable linen. There are eleven sheets in all, beginning with a pictorial alphabet and covering the first thirty pages or so of the First Primer. The lessons are based on true phonetic principles, and constitute excellent exercises in the art of word-building. They are intended

and are well-adapted for class use, but they can be also recommended to governesses in private families. The charming coloured illustrations are well-calculated to attract the little ones to the not always agreeable task of learning to read.

We beg to acknowledge the receipt of "A selected List of Educational Books specially suitable for Schools in India, Burma and Ceylon," published by Messrs. Macmillan & Co., London and Bombay. We would advise Heads of Schools and Colleges to apply for a copy of this publication as it will materially assist them in the choice of class books.

We also acknowledge the Calendar and Syllabus of the Bombay Veterinary College. The College, which was founded in 1886, seems to be doing good work.

TEACHERS' GUILD REGISTRY.

RULES.—(1) Every candidate who wishes to secure employment as a teacher shall send in his application in the prescribed form to the Secretaries.

(2) The application shall be accompanied with a registration fee of Re. 1, in the case of members of the Guild, and of Rs. 3 in the case of non-members.

(3) Every application shall further be accompanied with three testimonials—one of character, one of general educational qualification, and one of professional qualification. The first testimonial must be from some responsible person and must be countersigned by two members of the Guild.

(4) The Secretaries shall be empowered to take such action as they may consider desirable with a view to securing suitable employment for those from whom applications have been received.

The following vacancies have been notified to the Registry :—

Wanted.

- (1) An experienced Headmaster, Protestant Christian for a Mofussil Mission College.
- (2) A second Assistant for a Mofussil Christian High School—Christian preferred.
- (3) A trained Telugu F.A.—Christian preferred.
- (4) A trained Telugu F.A.—Christian.
- (5) A Christian Science Tamil Graduate.
- (6) A trained Telugu Matriculate—Christian preferred.
- (7) Do. do. Do.
- (8) A Christian B.A., L.T.
- (9) A trained Mathematics B.A., L.T. (Mofussil College.)
- (10) A Christian Trained Middle School (Telugu) for a school near Madras.
- (11) A Eurasian Graduate (Church of England communicant) for a High School in Burma.

Situations are wanted for.

- (1) An untrained F.A. (Tamil.)
- (2) A trained Science B.A., L.T.
- (3) A trained Mathematics B.A., L.T.
- (4) A trained History B.A., L.T. (Government Service.)
- (5) An untrained Science-Sanskrit B.A. (Madras.)
- (6) A trained F.A.
- (7) Untrained certificated F.A. (B.A. English and Tamil.)
- (8) An untrained certificated F.A.
- (9) A Christian B.A., L.T. (Biology)—Sanskrit.
- (10) An experienced Christian Headmaster or Principal (Mission College.)
- (11) A B.A., L.T. (Physics).
- (12) A Christian Science Graduate.
- (13) A Science B.A., L.T.

Applications from Teachers wanting appointments or Managers wanting Teachers should be addressed to

REV. F. W. KELLETT,
Royapettah,
Madras.

Educational Intelligence.

MADRAS.

THE fifth anniversary and annual distribution of prizes of the Madrasai Muhammadiyah, Royapettah, took place on the 1st instant in the College premises, Mowbray Road, Royapettah, with His Highness the Prince of Arcot in the chair.

THE Christian College Day celebration for the last year took place with great éclat on the 28th ultimo. At the public meeting, Mr. S. Narrainaswamy Chetty, B.A., Dewan of Venkatagiri, presided and proposed the most important toast of the evening, namely, the toast of the Christian College. The toast was responded to by the Rev. F. W. Kellett.

THE Educational Conference, called by the Madras Teachers' Guild, as announced in our last issue, was held in the New Theatre attached to the Museum on the 21st and 22nd of last month. The meeting was largely attended by teachers from all parts of South India. A full report of the work done in the Conference is given in the Conference Supplement to the present number of this journal.

THE ceremony of distributing the prizes to the successful pupils of Pachaiyappa's High School at Chidambaram was celebrated on the 14th ultimo under the presidency of Mr. H. A. Sim, I.C.S., District Judge of South Arcot. After hearing the report of the working of the school during the year

read by the Headmaster and distributing the prizes, the Chairman spoke on the importance of physical education and good discipline.

THE third celebration of the Teachers' College Day took place last month. The public meeting was presided over by Mr. J. P. Kotilingam, M.A., Principal of the Wardlaw Law College. Mr. T. K. Hanumantha Rao, B.A., L.T., Assistant Professor, Presidency College, read a paper on "The Vocation of the Indian Schoolmaster," and Mr. S. Vasedeva Charry, B.A., L.T., of the Wesleyan Mission College, read a paper on "Organisation in Aided Schools." After the reading of these papers a number of toasts were proposed and responded to. The meeting was brought to a close with a vote of thanks to the Chairman, proposed by Rai Bahadur V. Krishnama Charry.

THE inaugural public meeting of the Malabar Shorthand Writers' Association, Calicut, was held on the evening of the 28th October, in the hall of the Government School, Calicut, with Mr. T. T. Logan, B.A., Inspector of Schools, in the chair. Mr. Vaithyanatha Iyer, the Secretary of the Association and Shorthand Master of the Government School of Commerce, delivered a lecture on the "Educational value of the study of Shorthand." After the lecture the Chairman made some remarks on the origin and development of Phonography and its usefulness. The meeting was brought to a close with a vote of thanks to the Chairman and the audience.

BOMBAY.

OUT of the fifteen candidates who presented themselves for the last L.C.E. examination of the Bombay University eleven have passed, two in the first class and the rest in the second class. Framji Kaikbosru Sorabji, one of the successful candidates in the first class, has been successful in obtaining the James Berkley Gold Medal and prize in books on Engineering worth Rs. 370 for the highest number of marks in the examination. The Merwanji Panday Scholarship of Rs. 18 a month in Mechanical Engineering and the Jamshedji Dorabji Naigamwalla Prize of Rs. 100 in books on surveying and projects have also been won by the same candidate.

THE distribution of prizes to the successful pupils of the Sir Dinshaw Manockjee Petit Gymnastic Institute took place last month, the chair on the occasion being taken by Mr. M. M. Bhowmagrae, C.I.E., M.P. Besides European and native ladies and gentlemen no fewer than five hundred Parsee ladies were present. The proceedings commenced with a speech by Mr. Bomanjee Byramjee Patel, Honorary Secretary of the Institute. The pupils of the institution then went through a programme of exercises with dumb-bells, on the parallel bars, horizontal bars, the trapeze, and rope-swings. After the distribution of certificates of proficiency, gold and silver medals, and books on gymnastics to the successful pupils,

Mr. Bhowmagrae addressed the assembly. In his address he touched upon a number of subjects, such as the benefits of physical training, the good work done by the institute and the loss the institution had sustained in the death of its late Principal, Mr. Nasserwanjee Obstad.

ON December 1st a Free Commercial Night School was opened on the premises of the Free Public Library, Fort, Bombay. It is supported by Mr. Damodardas Ghordhandas Sukhadwalla, who has already endowed the Free Public Library. He intends erecting a permanent building for the library and has applied to the Municipality for a site; after the erection of the Central Institution, he contemplates opening branches in other parts of the city. Plans for a Free Library, to be named Karsondas Mooljee Free Library, at Matheran have also been prepared.

THE results of the Matriculation Examination were published on the 21st of December, though they ought to have appeared on the 7th according to the regulations of the University. Out of 3,375 candidates, 1,228 passed, which numbers are distributed among the various centres in the following manner:—Bombay 479 out of 1,340; Poona 273 out of 748; Ahmedabad 233 out of 749; Belgaum 153 out of 385, and Kurrachee 90 out of 153 candidates.

Out of 246 candidates who presented themselves for the B.A. Examination, 177 passed, i.e., 5 in the first class (among them a lady, Miss M. M. Evans), 62 in the second class, and 110 in the pass class.

210 candidates appeared for the First LL.B. Examination, out of whom 129 passed, i.e., 17 in the first class and the rest in the pass class.

The M.A. Examination results show 9 successful candidates out of 28 that appeared. Four were put in the second class and five in the pass class.

Shankar Vithal Kalsulkar, the successful candidate, obtained the Bhugwandas Parshotumdas Sanskrit Scholarship, worth Rs. 500, tenable for a year, for getting the highest in Sanskrit; and the Sujan Gukulji Zola Vedanta prize (Rs. 400) for the highest in Vedanta.

The following is the list of resolutions passed by the Senate of the Bombay University at its annual meeting, December 12th, 1896 :—

(i) That the words of the present Regulation 11 of the Bye-Laws (p. 23 of the Calendar for 1896-97) be left out and the following inserted in their place :—

"The Executive Government of the University shall be vested in a Syndicate consisting of the Vice-Chancellor, the Deans of the Faculties and ten Fellows, who shall be elected for one year by the several Faculties in the following proportions :—

Four by the Faculty of Arts, one of whom shall be elected separately to represent the Physical and Experimental Sciences.

Two by the Faculty of Law.

Two by the Faculty of Medicine.

Two by the Faculty of Civil Engineering.

The Dean and Syndics of each Faculty shall constitute a Sub-Committee of the Syndicate, and the Syndicate shall have power to make rules for the delegation of business to the Sub-Committees as it may from time to time find necessary.

(ii) That the following be added to Regulation 12 (p. 23 of the Calendar) after the word "Senate" in line 2:—

"To appoint and, if necessary, to remove Moderators or Superintending Examiners, whenever the Syndicate may think it desirable, for the purpose of revising and settling examination papers and of supervising the work of the Examiners in assigning marks."

(iii) That the following be added under the heading "General" at page 100, Bombay University Calendar, 1896-97:—

"1. The following are the Standards for passing the Examinations:—

UNIVERSITY SCHOOL FINAL EXAMINATION.

To pass the examination the candidate must obtain one-third of the full marks in each of the necessary subjects, one-fourth of the full marks in each of two optional subjects, and a total of 250. No credit to be given for the third optional subject unless the candidate shall have passed in that subject.

MATRICULATION EXAMINATION.

To pass the examination the candidate must obtain one-third of the full marks in each language, and one-fourth of the full marks in History and Geography, in Natural Science, and in Mathematics (Arithmetic, Algebra and Euclid).

PREVIOUS, INTERMEDIATE, B.A., AND FIRST AND SECOND B.SC. EXAMINATIONS.

To pass the examination the candidate must obtain thirty per cent. of the full marks in each subject. Should a candidate, however, not obtain 30 per cent. of the full marks in one subject only, he should be declared to have passed the examination, if on a review of the candidate's marks a majority of not less than two-thirds of the examiners present decide that the candidate should pass, provided always that no candidate shall so pass unless he obtain at least 45 per cent. of the total marks in all subjects. At the B.A. and First and Second B.Sc., the candidate must also obtain one-fifth of the full marks obtainable in each practical examination. Those of the successful candidates who obtain 60 per cent. of the total marks obtainable will be placed in the First Class, and those obtaining 45 per cent. in the Second Class.

M.A. EXAMINATION.

To pass the examination the candidate must (a) obtain one-fourth of the full marks in each paper and in each practical examination, and (b) obtain one-third of the total marks obtainable. Those of the successful candidates who obtain 60 per cent. of the total marks obtainable will be placed in the First

Class and those obtaining 45 per cent. in the Second Class.

FIRST LL.B., SECOND LL.B. (NEW RULES), AND LL.B. (OLD RULES) EXAMINATIONS.

To pass the examination the candidate must (a) obtain one-third of the full marks in each subject, and (b) obtain one-half of the total marks obtainable. Those of the successful candidates who obtain two-thirds of the total marks obtainable will be placed in the First Division.

HONOURS-IN-LAW EXAMINATION.

To pass the examination the candidate must (a) obtain one-third of the full marks in each paper or, if the paper be divided into two parts, in each part, and (b) obtain one-half of the total marks obtainable. Those of the successful candidates who obtain two-thirds of the total marks obtainable will be placed in the First Class.

EXAMINATION IN ELEMENTARY MECHANICS OF SOLIDS AND FLUIDS.

To pass the examination the candidate must obtain one-fourth of the full marks in the subject.

FIRST AND SECOND EXAMINATIONS IN MEDICINE.

To pass the examination the candidate must (a) obtain one-third of the full marks in each subject, and (b) obtain 45 per cent. of the total marks obtainable. Those of the successful candidates who obtain two-thirds of the total marks obtainable will be placed in the First Class.

L.M. & S. EXAMINATION.

To pass the examination the candidate must obtain one-half of the full marks in each subject. Those of the successful candidates who obtain two-thirds of the total marks obtainable will be placed in the First Class.

M.D. EXAMINATION.

To pass the examination candidates must obtain one-half of the full marks in each subject.

F. Ag., S. Ag., AND DIPLOMA IN AGRICULTURE EXAMINATIONS.

To pass the examination the candidate must (a) obtain one-fourth of the full marks in each subject, and (b) obtain one-third of the total marks obtainable. Those of the successful candidates who obtain 60 per cent. of the total marks obtainable will be placed in the First Class and those obtaining 45 per cent. in the Second Class.

F.C.E. AND S.C.E. EXAMINATIONS.

To pass the examination the candidate must obtain (a) one-fifth of the full marks in the practical examination in Physics and in Chemistry and in the Practical Work in Engineering, (b) one-fourth of the full marks in each subject, and (c) one-third of the total marks obtainable. Those of the successful candidates who obtain 60 per cent. of the total marks obtainable will be placed in the First Class and those obtaining 45 per cent. in the Second Class.

L.C.E. EXAMINATION.

To pass the examination the candidate must obtain (a) one-fifth of the full marks in each practical examination and in the project, (b) 45 per cent. of the full marks in Civil Engineering, (c) one-fourth of the full marks in each of the other subjects, and (d) one-third of the total marks obtainable. Those of the successful candidates who obtain 60 per cent. of the total marks obtainable will be placed in the First Class and those obtaining 45 per cent. in the Second Class.

2. Candidates on application and on payment of a fee shall be furnished with their examination marks."

On the motion of the Hon. Mr. Setalwad, as recommended by the Syndicate, the Gujarat Law Class was recognised in the Faculty of Law for the purposes of the First LL.B. examination for a further period of five years, beginning from June 1896.

On the motion of Principal Hathornthwaite, as recommended by the Syndicate, the College, which the Superintendent, Maratha School, Bombay, proposed to open, was recognised in the Faculty of Arts for the purposes of the Previous Examination for a period of four years.

In consequence of the refusal of the Director of Public Instruction, Bombay, to sanction in the case of the Government College the recommendation made by the Principals of the Arts Colleges in Bombay to postpone the re-opening of the Colleges to the 1st February, the Wilson College and St. Xavier's College re-opened all their classes at the usual date.

BENGAL.

The next First Examination in Engineering and the Examination for the L.C.E. and B.C.E. degrees of the Calcutta University will be held between April and June next.

A convocation of the Senate of the University of Calcutta for conferring degrees will be held at the Senate House, College Square, on Saturday, the 20th February.

SIR ALFRED CROFT, Director of Public Instruction, Bengal, retired from service at the end of last month. Mr. Justice Trevelyan has been appointed Vice-Chancellor.

The prize distribution at the Calcutta St. Xavier's College took place last month under the presidency of Sir Alexander Mackenzie. In the course of a lengthy speech the President gave good advice to the boys impressing upon them the necessity of perseverance, confidence, submission to authority, and a healthy ambition coupled with a wholesome spirit of discontent.

PUNJAB.

The Convocation of the Punjab University for conferring degrees was held on the 4th instant.

BURMAH.

The death is announced of Mr. A. J. Wells, one of the two Senior Inspectors of Schools in Burmah. Mr. Wells, who was a son of a former Comptroller of Burmah, was a graduate of Cambridge University and came to Burmah about ten years ago as Professor of English at the Rangoon College, and as Registrar to the Educational Syndicate. In 1890 he was appointed Junior Inspector of Schools and last year Senior Inspector. Some time since Mr. Wells' health broke down and he was compelled to proceed to England on sick leave, and to obtain several extensions. He returned in very bad health and died on the 28th ultimo at the age of 35. Five or six years ago Mr. Wells was a prominent member of the Boat Club, and was one of the best oarsmen there has ever been in Rangoon.

FOREIGN.

The London Board Teachers' Association now numbers 6,104 members.

The ninth General Conference of the Teachers' Guild of Great Britain and Ireland is to be held in Norwich some time about the Easter this year.

A new research laboratory has been opened by the Royal College of Physicians, Edinburgh. This new laboratory has cost £10,000 and is said to be the best equipped in the United Kingdom.

The Davy-Faraday Research Laboratory in connection with the Royal Institution of London, founded by Mr. Ludwig Mond, F.R.S., was opened last month by the Prince of Wales.

PROFESSOR JAGADIS CHUNDER BOSE of the Presidency College of Calcutta, who is staying in London, will deliver one of the Friday discourses in the Royal Institution of London during the next term.

Out of a total of 408,084 children in average attendance in the schools of the London School Board, only 41,603, or little over 10 per cent., receive instruction in specific subjects.

M. HENRI MARION, Professor of Pedagogy in the University of Paris, is dead. M. Marion did a great deal for education in France. The most important of his published works is his thesis "La Solidarité Morale."

On the occasion of celebrating its one hundred and fiftieth anniversary, Princeton University conferred the honorary degree of LL.D. on Lord Kelvin.

Professor Goldwin Smith, Professor J. J. Thomson of Cambridge, Professor Edward Dowden of Dublin and Principal Peterson of Montreal among others.

THE case of Professor Johnston of Aberdeen is now under the consideration of the Privy Council. It is reported that Professor Cowan told the divinity students that this case had caused the Professors to examine themselves to see whether they were doing their duty.

THE death of a remarkable Chinaman named Wu is reported. Though born in poverty and a beggar all his life, he founded three free schools and colleges and maintained them for a number of years past. He saved all that was possible for his schools from the alms given him. He was wholly unable to read, mild and peaceful in character, and proof alike against flattery and pride. Though his favour was eagerly sought after by the literary and official class and money poured in on him, he continued to the last the humble man he had always been.

A NEW course of examinations in the theory and practice of education has been established in Trinity College, Dublin. It is the first attempt to introduce anything like training for teachers of Secondary schools in Ireland. The course consists of two examinations, one in books, on the theory and practice of education; and the second—practical—not to be taken within a year after the first examination. The student must have taught in a school for a year; his class will be examined, and he will have to teach his class before examiners. The omission of psychology from the books set for examination appears singular.

Educational Notes.

At St. John's College, Oxford, a novel kind of strike occurred among the undergraduates. It was for better dinners. Upon the pledge of better fare in future the strike was brought to a peaceable conclusion.

In the last quarter of a century the Italian women seem to have made rapid advances. In some recent examinations women swept all before them. Of twenty vacant chairs in the women's universities, the fair sex has carried off eighteen.

FROM the *Athenæum* we learn that the Senate of the London University have invited some of the College Professors to serve as external members of the Boards of studies for the purpose of revising the Syllabuses. We hope that the Senate of the Madras University will find its way to take a similar step.

MR. CHRISTOS BOGGATOS (Athens University) is preparing, in conjunction with Mr. Howard Swan, Principal of the Central School of Foreign Tongues, a book of considerable interest to teachers dealing with the whole question of the many moot problems as to the pronunciation of ancient Greek, and the reform required to bring about the study of Greek as a living language.

AMONG the new subjects dealt with by the last Indian National Congress, the scheme for the re-organization of the Educational Department held an important place. The Hon'ble Mr. Ananda Mohan Bose moved the resolution condemning the scheme as a most retrograde one. In moving this resolution the speaker pointed out that the new scheme instead of recognising merit wherever found made colour the test of merit.

At the last Anniversary of the Theosophical Society, Mrs. Besant declared that the work of the Theosophical Society will be expanded by the inclusion of Hindu education as one of its objects. The Society will try to establish schools and colleges where, side by side with Western teaching, moral and religious education based on Hindu literature will be given. This will be the work chalked out by the Society for the next twenty-one years. Mrs. Besant will soon start in Benares a movement for the establishment of a Model Hindu College.

THE following statistics concerning the number of books and manuscripts in the University Libraries of Europe are highly interesting. Germany stands foremost, its twenty libraries containing as many as 5,850,000 volumes. Italy takes the second place, possessing about 3,000,000 volumes. Great Britain, Austria and Russia have each more than 1,800,000 volumes. Sweden and Spain have 790,000 respectively. France has the smallest total number of books—692,000 volumes—of which 142,300 volumes are at Paris. The largest University Library is that of Strasburg which possesses 704,076 volumes.

IN reply to a deputation from the Birmingham Branch of the National Union of Teachers, who asked his support for their scheme of superannuation, Mr. Chamberlain said that he was a very strong advocate of old-age pensions, not merely for particular professions or classes, but for everybody. But such a system should combine the support of the State with the thrift of the individual. He had never held it a prudent thing to make a pension a mere eleemosynary gift on the part of the State. He considered that the individual contribution ought to bear a very considerable proportion of the expenditure as was the case in the pensions given in Civil Service and in various branches of local administration.

A STRANGE petition was sent to the Minister of Public Instruction at Rome by the Italian students

who had been plucked in the last summer examination. Availing themselves of the royal wedding rejoicings and the pardons granted to criminals, the students asked that their dishonour might be wiped away by the granting of gratuitous diplomas. In reply the Minister addressed a pretty reprimand to the unsuccessful candidates, asking them if they were not ashamed to place themselves on a footing with criminals in gaols, and whether a teacher's or doctor's diploma granted under such conditions would have any value for their victims. The petition was refused and the petitioners once more referred back to their studies.

IN a paper read before the *New England Association of Colleges and Preparatory Schools*, Mrs. Alice Freeman Palmer of Cambridge, who has spent a year in Europe, says: "Education in France is suffocated under the burden of examinations and uniformity. There is almost no learning for the love of it. The most thoughtful men are crying for more freedom and less centralization. While France is suffering from too much centralization, England is in a chaos, educationally, and there the demand is becoming general for more uniformity of organization and State control. With all their age, these countries are younger than we (Americans) are in the problems of popular education; we can teach them more than they can teach us."

At the inauguration of the winter course of lectures on commercial and economic subjects arranged by the London Chamber of Commerce in connection with the London School of Economics and Political Science, Mr. Sidney Webb remarked that the head of one of the largest firms in London told him that they were driven to employ German clerks even in the highest positions. The English clerk, he said, had too much the spirit of the schoolboy, and at the end of his day's work went playing football or something of that kind, while the German studied and learnt to take an intelligent interest in his occupation. The consequence was that the German did his work better, and adapted himself to the changing circumstances around him.

THE number of foreigners studying in German Universities during the past summer Semester was 2,192, of whom 1,665 were Europeans and 527 non-Europeans. Of the latter, 442 came from America, 56 from Asia, 15 from Africa, and 14 from Australia. Of the former, 515 were Russians, 316 Austrians and Hungarians, 283 Swiss, 139 English, 96 Belgians, 56 French, 44 Netherlanders, 34 Italians, 31 Swedes and Norwegians, 28 Luxemburgers, 25 Rumanians, 24 Turks, 23 Servians, 21 Greeks, 12 Bulgarians, 9 Danes, 5 Spaniards, 2 Portuguese, 1 Lichtensteiner, and 1 Montenegriner. Of the whole number of Foreigners, 595 studied Philosophy, Philology, and History, 488 Medicine, 444 Mathematics and Natural Science, 261 Law, 148 Protestant Theology, 126 Agriculture, 74 Cameralistics, 24 Catholic Theology, 24 Pharmacy, and 8 Dentistry.

DR. SCRIPTURE of Yale University recommends the observance of the following rules for preventing Myopia in schools:—(1) All fine work, such as perforating, sewing, beadstringing, weaving, drawing on cross-ruled paper, &c., shall be forbidden in the Kindergarten. (2) Regular school work with books shall not begin till the completion of the seventh year of age. (3) Instruction in writing shall not take place before the tenth year of age. (4) As far as possible, chart and blackboard instruction shall be substituted for book and desk-work in the lower classes. (5) Slate work shall be prohibited. (6) Books containing italics or script letters shall not be used in the lower classes. (7) No book shall be used whose smallest type does not satisfy the requirements previously mentioned. (8) Each child shall be tested for short-sightedness twice a year, and parents shall be notified in every case found.

MESSRS. LONGMANS, GREEN & Co. have in preparation a book upon "Teaching and School Organization" with special reference to secondary instruction, edited by P. A. Barnett, M.A., formerly Professor of English Literature at Firth College. The aim of this manual is to bring together for the use of students and teachers the experience of persons of authority in special branches of educational practice, and to cover as much as possible the whole field of the work of secondary schools of both higher and lower grade. Chapters are being prepared by the following amongst others:—"The Educational Standard," by the Editor; "Organization and Curriculum," by Mr. A. T. Pollard; "Discipline," by Mr. Arthur Sidgwick; "Ineffectiveness in Teaching," by Mr. G. E. Buckle; "Specialization," by the Rev. M. G. Glazebrook; "Kindergarten," by Miss Louch and Miss Weldon; "Arithmetic and Mathematics," by Dr. Wormell; "English Grammar," by the Rev. E. A. Abbott; "English Literature," by the Editor; "Classics," by the Rev. and Hon. E. Lyttelton; "Modern Languages," by Mr. F. Storr; "Science," by Professor Miall; "Furniture and Apparatus," by Mr. W. K. Hill.

IN the opinion of Dr. Günther, Professor of Geography, in the München Technical School, the following are necessary for a proper study of geographical science. A large, well-lighted room should contain a number of work-tables, at which the students could read, write, and compare or draw maps; to map-drawing must be added the modelling of reliefs. Scientific journals and books of reference should be ready to hand. Views, photographs, sectional drawings, and curve tracings should be stored in a neighbouring room. Globes, both celestial and terrestrial, are indispensable. An expansible drawing board of modern construction and coloured chalks are also necessary. There should be besides these a modest collection of geological, mineralogical, botanical and zoological specimens and the simpler astronomical instruments. If the Teacher of Geography has plenty of money at

his disposal he may go in for the various forms of demonstrative apparatus invented by Mang. W. Schmidt, Brix, Goetz and others. We draw the attention of our readers to this opinion of Günther in the belief that this ill-taught subject will receive better consideration from teachers.—*Journal of Education* (London).

At a meeting held in November of the Aberdeen branch of the Educational Institute of Scotland, Professor Paterson read a paper on the Educational Conference held at Hamburg last summer in connection with the German Teachers' Union. He remarked that the German Congress had had the assistance of different sections of the community—Town councillors, ministers and their choirs, lawyers, merchants, all joining the work of the various committees of the Teachers' Union charged with making the arrangements. The Congress, he said, evidenced the educational spirit in Germany. He pointed out the following features of the Congress as worthy of imitation—(1) the great heartiness of the welcome extended by the community, not only by its municipal representatives, but by the Church and other institutions, as an expression of popular regard for the teaching profession; (2) the consistent endeavour of the Teachers' Union not only to assert and defend teachers' rights, but to inspire the teachers with a proper conviction of the dignity of their calling and to commend to them a lofty ideal of service; (3) the combination in the proceedings of the Congress of scientific theory and historical research, with the discussion of practical problems of educational policy; (4) the large provision of aesthetic entertainment, doubtless to be explained by the higher general level of musical tastes and accomplishments among the German middle classes; (5) the sympathetic touches witnessed at a memorial service in a cemetery to a former President of the Union, and the congratulatory telegrams; and (6) the capacity of the grown-up Germans for throwing themselves with boyish exuberance into their recreations.

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.

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

The Educational Review.

As some of our readers are aware, the question of failed B.A. students has been hotly discussed in the columns of the *Madras Mail*. For our part, we think too much energy has been expended on the question, though we cannot regret a discussion which has led the way to a still weightier controversy concerning the constitution of the Madras University. Controversy we can scarcely call it, for no serious attempt has been made to deny the claims of the Mofussil Colleges. These claims we have continuously urged for some time. In the April issue of last year, when

commenting on the list of new Fellows for the Madras University, we remarked: "We shall never be satisfied with the composition of the Senate until it contains a representative from at least every First Grade College affiliated to the University. As we have often remarked, it is a gross anomaly that these Colleges which we are informed by those who support the Indian University system, form an integral part of the University, often have no voice whatever in changes which may radically affect their constitution, nay, even their very existence. However, this is a long standing grievance and one which, we fear, will remain for many years." These words were quoted with approbation in the *Calcutta Review* in a remarkable article on the Indian University system to which we drew the attention of our readers. The fear we expressed that the grievance would remain for many years has happily, in consequence of the controversy, been considerably diminished, so far at least as the Madras University is concerned. For the Syndicate has moved in the matter, and is about to ask the Senate to appoint a Committee to discuss the whole question with a view to making the necessary reforms. We

sincerely trust that the other Indian Universities will follow suit, so that before long the institutions affiliated to each University will form, as they should have formed from the very first, a true federation of Colleges. Let the Universities, by all means, take due precaution before affiliating an institution and not make affiliation the easy process that it apparently is; but once affiliated, the College should, by virtue of its being a College, form an integral part of the University and should have the right to be heard on every question affecting its own and the University's welfare. This is the position we have always maintained, and one which is evidently absolutely unassailable.

* * * *

A real "sculptor of the human form has

An Indian apparently appeared in Sculptor. India. Already he has achieved a success as remarkable,—or even more so—as that achieved in quite other directions by Ranjitsinhji, Professors Bose and Roy, and Mr. Chatterji. We say more remarkable, because Statuary, in the Greek sense of the word, never existed in India. Sculptors in abundance India has had, but their work, so far as the human form is concerned, being based on a highly-developed symbolism, resulted in the most absurd deformities of the human figure. This was but natural seeing they made the human figure the medium for expressing the powers and attributes of their deities. But if we may trust the judgment of Sir George Birdwood, it is evident that with regard to sculpture a new era is dawning for India. Mr. Mhatre is a student of the Bombay School of Art and has studied for some time under Mr. Griffiths. At the last Arts Exhibition in Bombay was exhibited, as the work of Mr. Mhatre, a sta-

tue of a Hindu Girl going "To the Temple." Sir George Birdwood has not seen the statue itself, but bases his criticism on a photograph of the original. His admiration is unbounded. "At the first glance, one sees Mr. Mhatre possesses the genius for creation in sculpture, the most arduous, and therefore the greatest of the Fine Arts. For its distinction of style 'To the Temple' is Mr. Mhatre's work alone and not another's in any title, although it often suggests to me some of the earlier work of young Canova, of whom young Mhatre has probably never heard. In its technique it is wonderful; though I may be biassed by my instinctive sympathy with an Indian artist, I believe myself to be moved solely by artistic emotion when every time I look on the photograph of Mr. Mhatre's statuette, I derive from its contemplation an ever heightened delight. If the photograph is examined with a powerful hand-lens, an overwhelming impression is made on you of the marvellous refinement of the modulation of its flesh surfaces, and of the precision and exquisite delicacy of the sculptor's touch both on the flesh and the drapery surfaces; and in this merely technical skill, as well as in its grace and dignity and harmoniously balanced composition and pose, the figure is Greek of the Greeks." We could quote more in a similar strain of eulogy, but we have quoted enough to show that in Mr. Mhatre India possesses a genius where we should least have thought of looking for one. There is a talk of sending the young artist to Europe to study under the first masters and from the best models. But Sir George Birdwood is afraid such a course will hamper his genius. Without venturing to offer an opinion on this point, we congratulate the Bombay School of Art and India itself on the appearance of an artist whose achieve-

ment opens still another door to the latent genius of young India.

* * * *

There is a striking commentary in the Report of Public Instruction for Bengal for 1895-96 on what we had to say recently regarding the appointment of Schoolmasters as Postmasters. We remarked that the natural result of the appointment of the Schoolmaster as Postmaster would be that his efficiency as a Schoolmaster would suffer correspondingly with the amount of time and energy which he placed at the disposal of the Postal Department. We now learn that nearly six hundred post-offices in Bengal are managed by Village Schoolmasters, and that so popular has the arrangement become with the Schoolmasters that the interests of the scholars have at times been neglected for those of the post-office. The scheme has evidently been a success, but in this we see no cause for congratulation; on the contrary we see cause for serious apprehension. We do not blame the Village Schoolmaster, for it is but natural he should seize the opportunity to supplement his miserable pittance of a salary. But we do blame those who are content to witness the permanent degradation of the office of the Schoolmaster and who make capital out of his necessity.

* * * *

The same report to which we have just referred makes much of the Technical Education in Bengal. Seebore College. It is satisfactory to note that the workshops of this important technical institution are now self-supporting, and that the Government by its grant of Rs. 80,000, to be spent on electrical engineering, is determined that the College

shall not suffer from want of funds. The College, by the practical training which it so efficiently affords, supplies a most important want. India wants scientific men who by their practical work and researches will aid in developing the material resources of the country. In this respect Bengal is leading the way both with regard to the scientific specialists she has produced and in the efficient equipment of technical institutions such as the Seebore College.

Friends of the Muhammedan community in India will be pleased to hear that, according to the Report of Public Instruction, Bengal, there has been an increase of nearly five thousand students in the Schools and Colleges of that province. This is only another of the many signs of the intellectual awakening of Muhammedans.

* * * *

In connection with the article on 'Manners and Discipline in Bengal Schools and Colleges' as a part of Education' which appears in our present issue, it is of interest to turn to the Government Resolution on the Report of Public Instruction for Bengal, 1895-1896. The Resolution refers to a number of instances of serious insubordination and immorality on the part of the students of some of the Schools and Colleges in Bengal, such as an attack on a passenger steamer, immoral conduct, the burning down of a Schoolmaster's house, examination frauds, the frequent falsification of age, &c. The Lieutenant-Governor, Sir Alexander Mackenzie, says he "would rather see High Schools and Colleges closed altogether than permit them to discredit the Government and themselves by continuing to turn out a body of undisciplined and disorderly young men, entirely wanting in that courtesy and

politeness for which their ancestors were deservedly celebrated. Meanwhile he earnestly trusts that the teachers of every grade, recognising the serious responsibilities of their position, will devote themselves to raising the moral tone and improving the discipline of their classes." Like the writer of the article to which we have Preferred, Sir Alexander Mackenzie has no great faith in a system of moral text-books, but looks for a remedy in the "extension of boarding houses under superintendents of high moral character, the encouragement of manly exercises, the strict enforcement of discipline by infliction of adequate punishment for violation of it, and to the influence and example of the teachers themselves."

* * * *

We congratulate Mr. Jamini Nath Banerjee,

The Deaf Mutes the Principal of the Calcutta of India. Deaf and Dumb School, on his return to his native country, after a successful tour of two years in England and America undertaken for the purpose of investigating the different methods of teaching the deaf and dumb. At the interesting meeting convened for the purpose of giving him a public reception, Mr. Banerjee remarked that there were no fewer than seventy thousand deaf mutes in Bengal, while in the whole of India there were no fewer than two lakhs. In England and America he had found that the deaf mutes were not a burden on society, but were respectable and self-supporting citizens. At Washington he remarked that there was a college where deaf mutes received University training and degrees. We trust that his appeal for help will be responded to, and that his work on behalf of the deaf and dumb of Bengal may be crowned with success.

* * * *

The friends and admirers of the late Mr. Chester Macnaghten, who by his work at the Rajkumar College—"the Indian Eton"—created a new type of Kathiawar chiefs, will be glad to hear that it is intended to have a number of reproductions of his statue in plaster of Paris. These may be purchased at a cost of £3 or £4. They are to be of about 18 inches in height and will be executed by the artist, Mr. Roscoe Mullins, who has undertaken the execution of the marble statue of Macnaghten. To Macnaghten is due the credit of having produced such men as the lamented Bhaunagar, the Thaker Sahib of Gondal, a beneficent ruler and a capable man of science, and Prince Ranjitsinhji, the prince of cricketers.

* * * *

In recently declaring the Connemara Library, Madras, open to the public, H.E. Sir Arthur Havelock threw out a suggestion which we trust the University of Madras will be slow to adopt. It was that the University out of the fulness of its funds might be inclined to make a handsome donation to the Connemara Free Library. We feel bound to protest against any such misappropriation of the funds of the University. It will be time to think of endowing a Public Library, which, by the way, is by no means conveniently located for the student-population of Madras, when the University has provided for its own wants in this respect. We cannot help expressing our regret and surprise that the University, with such a large balance as it possesses, should have hesitated to provide that most natural adjunct to a University, viz., a library. There are, of course, many other ways of employing the large sum at the dis-

posal of the University, such as making provision for research Fellowships, for advanced teaching for the M.A. degree. But as it is in question to apportion part of the University funds to a Public Library, we naturally draw attention to the want of the University in this particular of a library. What is wanted is a library worthy in every respect of this important University, the corporate life of which it will help to embody—a library where our professors, our graduates, and possibly our undergraduates, may meet as on common ground—a library calculated to be of real service to all who may have the opportunity of using it. When such a library has been supplied and when other equally pressing wants have been supplied, then, as we have said, it will be time enough to discuss the advisability of helping to endow a Public Library. Public Libraries are indispensable to an enlightened people; but we have no hesitation in saying that a University, circumstanced as is that of Madras, has no concern with their establishment.

* * * *

On December 22nd, the Prince of Wales showed his appreciation of the efforts which are now generally being made in connection with physical science by opening the Davy-Faraday Laboratory at the Royal Institution, London. This laboratory which contains every appliance necessary for experimental work in chemistry, photography, &c., is the princely gift of Dr. Ludwig Mond. The gentleman is a German who owes everything to his residence in England, and he has taken this practical way of expressing his gratitude to the country which has adopted and befriended him. In India the opportunities for physical research are limited. If

funds for the fitting endowment of research were forthcoming, there can be little doubt that there would be a corresponding increase in the number of scientists capable of carrying on the work of research. The existence of two men such as Professors Bose and Roy is proof that capacity is not wanting in this direction. India has not a few wealthy men who might most profitably employ their superfluous wealth in affording opportunities for research, not only in physical science, but in all branches of knowledge.

* * * *

But there is one very obvious way in which the best intellect in this country might be induced to devote itself to the work of research, and that is by offering adequate remuneration to those who have qualified themselves for such work. It is an undesirable anomaly and injustice that such a man as Professor Bose, who has been trained in Europe by the best approved methods, should be placed on a lower level as regards remuneration than an Englishman appointed in England by the Secretary of State for educational work in this country. Recently when discussing the Re-organisation Scheme of the Educational Service, we expressed our opinion that in those cases where intelligent students supplemented their education in this country by going to England and taking high degrees, such gentlemen ought to be placed on the same footing as Europeans in the Indian Educational Service. There is nothing to prevent the Secretary of State from appointing such gentlemen to the Indian Service. It will be a legitimate cause for complaint, if men like Professor Bose are to be permanently excluded from the higher educational offices in this country. By such treatment, inducement to secure a training in

The Re-organisation Scheme. the best intellect in this country might be induced

The Endowment of Research. the efforts which are now generally being made in

Europe will be wanting, and the cause of higher education in India will suffer accordingly. We trust, however, that the Secretary of State will freely exercise his power in favour of the class to which we have referred.

* * * *

We have seen it stated on good authority that H.E. Sir Arthur Havelock, the Chancellor of the Madras University, has, apparently after some hesitation, confirmed the resolution of the Senate in regard to the question of failed B.A. candidates. We congratulate the Chancellor on his action, for it would have been a bad precedent had he exercised his power of veto to nullify the resolution of a majority of the Senate, bare as it was, and to enforce the further attendance at College of failed candidates. Into the merits of the whole question we have already entered, and after carefully weighing all the arguments for and against such a rule, we cannot but think the Chancellor would have been ill-advised had he not confirmed the ruling of the Senate with regard to a measure the justice and merits of which are not so very apparent.

* * * *

We have received from the veteran pamphleteer and reformer, Dr. Sanitary instruction in India. Murdoch, of Madras, a small pamphlet on "The claims of Hygiene in School and University Education in India." It comes most opportunely at a time when Bombay is stricken with the plague and the other parts of India are anxiously taking measures to keep out the dread visitor. There can be little doubt that education ought to be adapted to the varying needs and peculiar circumstances of each country. One of the most pressing needs of India is an adequate know-

ledge of the principles of sanitation, and it seems to us that an excellent medium for conveying a knowledge of such principles is the school. There is much, therefore, to be said in favour of Dr. Murdoch's plea. The great drawback is that many of our village teachers are themselves ignorant of, and oblivious to, the most elementary rules of Hygiene. Of course suitable text-books on the subject can be procured, but these, if the subject is to be examined on as other subjects are, will be used in a mechanical way and with little view to the practical application of principles. Miss Florence Nightingale has recently contributed an article in *India* on "Village Sanitation," in which she advocates the employment of "Health Missioners" for rural India. These men are to travel from village to village and use the many illustrations to hand for the purpose of impressing the necessity for sanitation. These 'Missioners,' we are inclined to think, would do more good than teachers set to teach a subject in which they themselves take little interest, and which, if prescribed, in order to ensure its being taught at all, would be taught merely with a view to examination results.

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We heartily congratulate the Lady Superintendent of H.H. The Maharani's Girls' School, Mysore, on the fact that the three Brahmin girls who appeared at the recent Matriculation Examination of the Madras University, have all succeeded in passing through that trying ordeal. We believe that this is the first instance in Southern India of the success of Brahmin girls in any University Examination. We therefore congratulate all those who are concerned in obtaining the unique result, not omitting those who for years past have devoted themselves to developing

the remarkable institution in which these girls were trained.

* * * *

Our readers throughout India will be glad to hear of the improvement in the condition of that veteran educationist, the Hon'ble Dr. Wm. Miller, Principal of the Christian College, Madras. For some time he seemed to be hovering between life and death. Happily, although we understand the Doctor's condition still causes some anxiety, there is now every reason to hope for the best. Readers of the *Educational Review* will be grateful for the fact that Dr. Miller is to form the subject of the second contribution to the "Lives of Eminent Educationists in India." His 'Life,' accompanied by a speaking likeness, is to appear in the March issue.

THE NEED FOR AN INTELLIGENT PATRIOTISM.

In connection with the 'Diamond Jubilee' of the Queen-Empress to be celebrated this year, there has been much said on the subject of the teaching of patriotism. The Earl of Meath had led a spirited controversy in the columns of the *London Times* on the subject, and attention has been drawn to the systematic manner in which 'patriotism' is taught and developed in the United States of America. The noble Earl suggests a general holiday for all schools throughout England on the Anniversary of the Queen's Accession and the assembling of the children at the school on the morning of the same day in order that they may salute the national flag and receive a short address on the subject. The question is not without interest for a country like India where some of the elements of nationality are present and where others are in process of

formation. It is to be hoped that some notice will be taken in our Indian schools of the sixtieth complete year of the reign of the Queen-Empress. At least the day of the accession may be kept by our schools, as in England, as a general holiday. Nothing appeals to the youthful imagination more than a holiday, and a few words on the occasion of the holiday would impress the pupils with the importance of the event. We are all—Indian and English—fellow-subjects of the Queen-Empress, and, if it is thought necessary in England to mark the completion of the sixtieth year of the sovereign, it is just as incumbent on those in authority in India to mark the event in an equally significant manner.

But it is not by holidays or by doing homage to the national flag on stated occasions that patriotism is best fostered. These outward manifestations are really no proof that the spirit of patriotism exists. Unless the inward feeling of patriotism exists, it is doubtful how far external homage to the national flag will create such feeling. This sentiment is best fostered by intelligent instruction in the history, the institutions, and resources of a country, and accordingly it is to an efficient course of general education rather than to external demonstrations that we must look for the fostering and developing of the sentiment of patriotism.

The main object of education is 'to form man,' or in the words of Milton a boy should be so educated that he may "perform justly, skilfully, and magnanimously all the offices, both public and private, of peace and war." So then the production of an ideal citizen is the great object of an ideal education. The better prepared a boy is with a knowledge of those duties which fit him more particularly for the country and the locality in which he

was born or resides, the better citizen he is likely to turn out and therefore the more possessed with the spirit of patriotism. Such a man will take an intelligent interest in the history, the institutions, the laws, and the resources of his country. Most lessons, if properly taught, unconsciously instil moral principles, and there are some lessons in particular which tend to develop and sustain the feeling of patriotism. But living as we do under the pressure of a highly-developed examination system, many of us are apt to take a strongly materialistic view of education, and to neglect those factors which make for ethical development. What more inspiring lesson looked at from the point of view under discussion can there be than the history lesson! And yet what more repulsive and deadening lesson can there be than the history lesson as it is generally taught! As taught, it more often than not resolves itself into mere lists of dates and events. National heroes, men who made the history of a country, who sacrificed their all for their country, these in the hands of the incompetent or soulless teachers are mere abstractions, names to conjure with in the examination room! Again, take the lesson on Geography. What lesson is more calculated to inspire love for one's country than this subject, provided only the teacher is himself an intelligent patriot, one who knows the resources of his country, who revels in its natural beauties, and who has the faculty to present the subject so as to appeal to the boy's imagination! Yet these two lessons, History and Geography, which are the best calculated, perhaps, to foster the sentiment of patriotism are just those lessons which are the least efficiently handled by the teacher in India. Hindus are stay-at-home people who do not take much interest in the natural

beauties and resources of their country or even of the particular locality in which they may live. But the absence of the historic faculty is still more remarkable and is the more to be regretted, because if present and developed, it would do much to foster the inner feeling of patriotism. What more magnificent field exists for the historian than that afforded by India! Yet what field was ever so neglected by its sons as is that of India! Every nook and corner of this vast continent has its own tale of history, its own course of social and anthropological evolution, but in most cases no local historian has come forward to tell the tale, to stimulate by his story local pride and patriotic sentiment. For centuries past this historic sense or faculty has been conspicuous by its absence. When India was an intellectual giant among the nations, she still was deficient in this respect. Her historians are the foreigners, Mahomedans or English, who have settled on her shores. Able as is the work performed by these writers, it goes without saying that no foreigner can write the history of India as its own people can. Much of what is now obscure would be lightened up and in many cases a different view altogether would be presented of many dark chapters in Indian History, if only those best qualified would set themselves to, what should be the pleasant and proud task of, historical research. Because the people of this country by tradition are deficient in the historic faculty, there is no reason why they should always remain so. A few Indian historians have written sufficiently well to show that the faculty is dormant rather than non-existent. A people who, like the Hindus, have of late so distinguished themselves in some branches of knowledge are evidently capable of developing the historic sense if only they would seriously turn their

attention to the question. Yet as things are, the subject of history is badly treated or wholly neglected. It is badly taught in our schools, very few graduates trouble themselves with the subject once they have taken their degree; there are no research fellowships or scholarships, no historical societies to foster the historic sense. What has been said so much at length on the historic sense is not really a digression from the subject of this article, viz., education as a means to patriotism. The two subjects are closely connected, for in developing the historic sense the very best means will be employed for fostering patriotism.

Besides History and Geography there are other subjects in the school curriculum which may be made to develop the spirit of patriotism. National poetry, choral songs, military drill in many countries consciously or unconsciously foster the sentiment. In England certain books have been adopted for use in schools which undoubtedly assist "in building up British Patriotism on that basis of wider knowledge which is necessitated by the wonderful facts of our national growth." To mark the sixtieth complete year of the Queen's reign already many schools in England have supplied themselves with a portrait of the sovereign and a union jack. In France, moral and civil instruction is compulsory in primary schools, while in Germany conscious efforts are made to make the German youth loyal and patriotic. It is certainly worth considering whether a book calculated to arouse the patriotic sentiment by appealing to great deeds of past heroes, by awaking an interest in India as a country might not with advantage be introduced into our Indian schools. We have nothing in India corresponding with "The Citizen Reader," "Round

the Empire"—books which by their wealth of illustrations, by their interesting letter-press, are read with avidity by the English youth.

It is in the United States that most is made of education as a means to fostering patriotism. And not without reason. Her people make up the most heterogeneous mass to be found in the world. Each week, each day indeed, emigrants of different nationalities, poor and ignorant and in some cases criminally inclined, seek her shores. It is the first care and duty of the States to infuse into these new-comers the spirit of responsibility which attaches to their new citizenship. Accordingly a knowledge of the rights and duties of citizens, the meaning of the constitution, the work of the President and the Congress, form part of the school course. National observances are strictly observed. Sir Joshua Fitch, in commenting on this subject, says—"A boy is more likely hereafter to do something to make his country proud of him, if he is early taught to be proud of his country, and to have some good reason for being proud of it." A unique exercise peculiar to America is the "Salutation of the American Flag" by school children. According to one correspondent in the *London Times*, the idea is due to the Women's Relief Corps which 'promulgated and introduced the system of patriotic instruction in our schools and the patriotic salute to our flag.' It is not of much moment who originated the idea, but the claim has been made on behalf of Colonel Welch, of New York, who laboured to improve the condition of the lowest classes in New York City. In the schools belonging to the Children's Aid Society, "tens of thousands of children of the very poor of nearly every race on the face of the earth and of every colour, children unable from extreme poverty, from speaking a foreign language, irregular hours or other

reasons, who attend the public schools, have been taught what it means to be clean, orderly, respectful and obedient to authority, industrious, truthful, honest and pure Firmly believing that 'whatever we wish to see introduced in the life of a nation must first be introduced in the life of its schools,' what could be more important for these children than to understand their personal relation to the country of their birth or adoption, the privileges which were theirs to enjoy and the love of country which would be developed as they gradually came to be made familiar with its history and the many radical differences between its institutions and political principles and those of other nations? Such a plan has been formulated, and one of its elementary steps consists in the salutation of the national flag, by the scholars of every one of the twenty-one schools at the daily morning exercise. One of the scholars faces the class with the American flag in his or her hands, when the class salutes the flag with the words 'We give Our Heads! and Our Hearts! to Our Country! Our Country! Our Language! Our Flag!' There is a 'Ritual for teaching patriotism in the Public Schools,' in which are so many 'stage directions' indicating the posture, expression, &c., of each child as he or she repeats the words quoted above, that there must be a risk of the ceremony becoming somewhat artificial. At the word 'Heads,' 'the fore-arm is bent so as to touch the forehead lightly and gracefully with the tip of the fingers of the right-hand.' At the word 'Hearts,' 'the right-hand is carried quickly to the left side, and placed flat over the heart.' At the word 'flag,' 'the right-arm is suddenly extended to its full length, the hand pointing to the flag, the body inclining slightly forward supported by the right-foot slightly

advanced' and 'the attitude should be that of intense earnestness.' After this ceremony is over, the school-house flag is raised outside the school. In no other country in the world, perhaps, would so elaborate and theatrical a performance have been thought of, or tolerated, even if thought of. But it must be remembered that America, as has been seen, adds to this external homage of the flag a direct knowledge of the history and institutions of the country. It is such knowledge that is best calculated to give an intelligent basis to the sentiment of patriotism. Remembering America's peculiar circumstances, she may well be forgiven for employing any means to foster a sentiment so essential to her welfare, and even her existence, as a nation.

It is evident then that in many countries interest in one's country is stimulated by the educational systems in vogue. A similar result is, at least, not conspicuous in India. Our educational system does not seem best fitted for inducing an intelligent interest in the country, its natural resources, its national literature, its history, and its institutions. True patriotism is best shown by an intelligent interest in all that relates to the country; yet in India that interest has almost exclusively been taken by strangers. There must be something radically wrong somewhere when our students, on the completion of their education, evince no keen desire to know more at first-hand of the history and resources of their wonderful country, and evince no aptitude, no inclination to think and act independently in those subjects.

The subject of patriotism in this, the sixtieth year of the reign of the Queen-Empress, is worth some thought. India is apparently entering on a new era. Some of her sons have distinguished themselves in a remarkable

manner, and it would be as well that the aspirations of young India should be steadied by and based upon the true foundations of knowledge, of an intelligent knowledge of the history of their country, of its present form of government, of its great natural resources, of those elements making for nationality and those retarding it, of those lines along which they may legitimately look for reform. Then alone may we look for an intelligent and unselfish patriotism, a patriotism rising superior to all class and caste interests, a patriotism based on intellectual, on moral as well as on political regeneration.

SCRUTATOR.

MANNERS AS A PART OF EDUCATION.

"How far am I as a teacher responsible for the manners of the boys who come under my guidance?" is a question which must often rise in the minds of all engaged in the education of the youth. The answer, however, is not so easy as one would at first imagine, and yet the matter is one which should receive the careful attention of every teacher.

The present age is one of examinations, and most masters think they have faithfully performed their duty if they have been successful in drilling knowledge into their boys. They are quite satisfied if their scholars do well in the various examinations for which they appear. They know that the apparently secondary subject of manners may safely be allowed to slide, for there is no written test for such. Any honour the master may deserve in that direction may or may not be recognised, and in any case he generally concludes that to give the matter even the ghost of a thought is but wasted time. Still, if

cannot be denied that teachers are to a great extent responsible for the manners of the boys who receive instruction from them, and this, too, is the opinion of all we meet. But eight years ago when the writer was quite new to the country and ere yet the glamour of the gorgeous East had faded away, his friends; those of them who had nothing at all to do with education, were only too ready to point out to him what they regarded as the bad manners of the native youth, and naturally they laid all the blame upon educationists. "Why can't you do something to improve the manners of your boys?" they would say. "You give them Western education, but where are Western manners?" Now, it is very true that for nearly a century this country has had the benefit of Western education, but the teaching of manners is quite another question. It is one thing to fill a boy's head with learning, but quite another to give him understanding. So is it with manners and moral training. A master may talk a great deal about the matter to his boys without either convincing them or really doing much good. Moral training must begin from infancy, and the home is, as it should be, the great nursery of manners. If the discipline there is not what we would wish it to be, the result is easily anticipated. Herein, it is true, education may have something to answer for, and must continue to do so till the fathers equal their sons in education. Such a state of society though is not confined to this country. We meet it everywhere. Do we not find in England, too, the upstart son with his smattering of Board-school learning making fun of his ignorant parents? But for these same hard-working albeit ignorant parents, he would never have had the means of rising to his seemingly exalted position. But both here and

elsewhere the above example is fortunately the exception. Still, there are a few like him, and when we come across such a character, we are apt to generalise and imagine that modern education is ruining the manners of the youth.

To return, however, more directly to the subject in hand. We are not speaking of home influence, so we must leave that factor out of the question for the present. Rather let us see how the master may influence for good or bad the character of the boys who come under his guidance. First, then, it is necessary for the master to remember the trite old saying that practice is better than precept. Boys are like so many hawks, ever ready to notice if the master keeps up to what he preaches. It is little good telling boys to be neat and tidy in their habits if all the time the teacher is himself a sloven. Such teaching is certain to be fruitless, and it is doubtful if such a master is likely to give the subject even a moment's thought. He will, of course, tell you that he attends most carefully to the manners and moral training of his boys, but a glance at his person and the appearance of his room and scholars show that his pains in this respect are not self-evident. If it were possible, too, for us to observe him without his being aware of our presence, we should see some such picture as the following. There on his chair is he seated in a most unbecoming posture. His legs touched up till his knees almost touch his chin. His face, too, is buried in his book and on his table lies some law-book, for he hopes soon to leave the educational department for some more lucrative and, in his eyes, more respectable employment. On the benches loiter his boys in all kinds of positions. As soon as we enter there is a general scramble, but even when quiet is restored, there is apparent a great want of discipline and

smartness. Ask one of his boys to read some passage or other from the reading-book and a hundred to one he stands on one leg and his whole posture is awkward in the extreme. There is no smartness either in his delivery, for he will read in a dreary monotone which is most annoying. The boy, of course, is but a reflexion of the master. His faults have never been pointed out to him, so he is hardly to blame if he but copies his worthy instructor. Then again look at the master and you will find him dressed in a most untidy fashion. Now, in this matter every teacher should be most careful. Boys as a rule are keenly observant and it is bad policy to think that any dirty and untidy dress is good enough for school. It need not be costly, but it should be neat and clean.

Among the many instances of bad manners that are noticeable in a class with a master like the above example, we need only mention a few. First then, a boy will think nothing of getting up and leaving the room without first asking the master's permission, nor will he ever dream of knocking at the door before entering again. Outside the class-room door, too, but near enough to be heard by all inside, he will make the most objectionable sounds, such as clearing the throat. Then again he will yawn in front of his master, opening his mouth as wide as he possibly can and never think of putting up his hand to hide his mouth nor averting his head in the slightest. He is quite surprised if you draw him up sharp and point out to him that he is committing a breach of good manners. No, he has always been accustomed to do so uncorrected, his very master most probably doing the same when the occasion offers. In correcting many little faults like the above, the observant teacher may do much good; but only, of course,

if he thinks the matter worthy of attention. Yes, that little "if" means a lot, for what is the good of moral text-books to those who see not the necessity of them.

A few years ago this subject received the attention of Government, and all the leading educationists of India and Burma were asked to give their opinions on the subject. These were collected and printed in a blue-book. It is an excellent compendium and ought to be read and thought over by all who take any interest in training the youth. The idea was to frame a text-book on morals which was to form a part of every school curriculum. I don't think this has been done, at least I have never heard of the book. From the matter, however, contained in that blue-book a very good text-book could be framed, and I think some such book is really wanted. In my opinion it should not be a text-book for the class, but rather a manual for teachers. Of course, it may be argued that all trained teachers have had instruction in this matter, but for all that a book based upon the information contained in that blue-book would be a public boon. There are, too, not a few untrained teachers who would profit greatly by some such book.

The subject of manners cannot be brought too prominently to the notice of all teachers, trained or untrained, for much of their slackness in this matter is due to ignorance. Now, in this country the master has to be far more careful in noticing and correcting the manners of his boys than in England. In the latter country there are many kinds of schools and the parents know only too well that if they wish their sons to have good manners, they must send them to a high-class school. There the boys being all the sons of gentlemen, the general tone is sure to be good. Then again English boys, without even the intervention of

the master, are ready to punish most severely any breaches of good manners committed by their class-mates. In this respect the Indian schoolboy is at a great disadvantage. There are no select schools here, so that a high standard in moral training is not easily attainable. It is not true, however, that the native youth is not apt at learning good manners. He is ever ready to pick up such from those who take the trouble to teach him. Much good in this line can be done by every master if he like. A few minutes every day, or when the occasion offers, devoted to this subject will not be misspent time, and the general tone of every school will be raised thereby. It is masters thinking the subject not worth the trouble which is the root of the evil, and until they are convinced that something more than mere book-learning is necessary in educating youths, improvement cannot be looked for.

AN ENGLISH MASTER.

THE MILITARY MALE ORPHAN ASYLUM.

An Account of the Progress of its Funds, &c.

A little over 25 years have passed since the Institution named above, so well-known in Madras, was closed and its inmates, numbering two hundred, were transferred to the more bracing climate of the Nilgiris and amalgamated with the Ootacamund Lawrence Asylum, which had been in existence since 1858, and which also had for its object the maintenance and education of the children of soldiers. To Mr. C. E. Gover, the last Principal of the Madras Asylum, we are indebted for most of the facts given in this sketch regarding the foundation and progress of the Asylum, which for three-fourths of a century did good and

noble work for what is now designated the Eurasian and Anglo-Indian community in the Madras Presidency. Mr. Goyer's notes have been revised and further information has been added. The result of our labours we now have the pleasure of laying before our readers, to many of whom perhaps it may prove of interest.

An Asylum for Military Orphans having been established at Calcutta at a comparatively early period of the English ascendancy, and it having proved very useful, the Court of Directors, in a general letter, dated 14th March 1786, recommended the establishment of a similar institution in Madras, which at that time had a larger army, and consequently a greater number of casualties than the sister Presidency. Upon the receipt of this recommendation the local Government put itself in communication with the church wardens and vestry of Fort St. George, and the Military Female Orphan Asylum was forthwith established. In the following year, the Rev. Mr. Millingchamp, who was then Chaplain of Madras, took up the matter warmly, and, in conjunction with the vestry, among whom the most active was Nathaniel Kindersly, Esq., C.S., who afterwards became the first Secretary, issued an appeal to the public and instituted enquiries as to the number of orphans then in need of help. It was discovered that there were at the various stations no less than two hundred and thirty orphans without any means of support. By December 1787 the appeal was largely responded to, and the vestry thought they might proceed to open the required Male Asylum. Upon an application to Sir Archibald Campbell, the then Governor, stating the progress of the scheme, he granted, subject to the approbation of the Court of Directors, Rs. 5 each per men-

sem for 100 orphans, calculating that at first this would be all the charity could provide for. This donation is up to the present day paid to the Lawrence Asylum. At the same time the Trustees of a fund, which had been raised for the relief of the natives who had lost their all by Hyder Ali's first and second invasions of the Carnatic, handed over to the new charity the sum of 8,000 pagodas, which had remained unexpended after the discharge of all claims. At the high rate of interest then common, this sum produced an annual income of 640 pagodas, or Rs. 2,240. Early in 1788 the Committee applied to Government for the Egmore redoubt, which was then perfectly useless except as a store-house for ammunition. This request was complied with, and, in February, the school opened with twenty-three orphans. By June the number of orphans had increased to seventy, all of whom had lost their fathers in the wars of the Company. Meanwhile subscriptions to the amount of 4,719 pagodas were received from the Army and the few civilians then in the country, and the year closed with a gross income from donations and interest, &c., of 2,879 pagodas.

In September 1789, the Rev. Dr. Bell, who appears to have been acting as Chaplain on board the Indiaman "Rose," then in the roads, offered his services as Superintendent without salary. Of course they were accepted, and under his direction the school became by far the most efficient educational institution in the world at that period; for here he introduced the Bell, or as it was afterwards called the Lancasterian system of teaching—the foundation of all modern educational progress. It may not be out of place to give here the following extract taken from an old Encyclopædia:—"Dr. Bell, an English Chaplain in the East

Indies, practised a system of mutual instruction in Madras, which he found at least in part already in existence among the natives. On his return to England in 1797, he published a pamphlet (Education pursued in the Male Asylum) giving some account of the method and his experience. A few years later Joseph Lancaster began to apply the method and introduced some improvements, enabling him to manage and teach a greater number of children than had been attempted."

This was the monitorial system by which a selected number of the more intelligent pupils, who, while receiving instruction daily, were engaged during a part of the day in imparting instruction to their less advanced comrades. It was an improvement on the *pial* system of teaching common to India, and it continued in force up to 1856, when it gave way to the Pupil Teacher system.

After eighteen months' experience, it was found that the average expense of each boy was 2 pagodas and 30 fanams per mensem. By the end of the following year subscriptions had raised the permanent funds to pagodas 9,272-10-3, while the current income was 4,022½ pagodas. In 1791, the funds were invested in a Company's loan at 12 per cent., thus forming the basis of the present large funded capital. The average expense per boy was now Rs. 10 per mensem.

By December 1791, the funds had increased, chiefly by donations and regimental subscriptions, to 10,810 pagodas; while by the end of 1792 they amounted to 12,647 pagodas. At the close of 1793, they had increased to 14,528 pagodas. In June of that year an Assistant Surgeon having been suspended by court martial, his pay, amounting to 500 pagodas, was given to the school. Meanwhile war broke out again with the French,

and Dr. Bell was sent as Chaplain to the Army which captured Pondicherry, leaving the Institution without a Superintendent. A few months afterwards, Colonel Brathwaite, who had been so barbarously treated by Hyder, was sent in command of a force to Tanjore. Here he was much distressed at the continued drunkenness of his men, and believing that he could only repress the crime by touching the pockets of the offenders, he imposed heavy fines, amounting in all to 1,000 pagodas, and handed over the proceeds to the Asylum. During the same campaign a detachment under the command of Lieutenant Cuppage captured a small fort, in which was found a large quantity of arrack. Unwilling to poison his men with it, he caused it to be raffled for among the officers, remitting the proceeds—75 pagodas—to the Asylum. The next year—1794—brought large donations from the rescued Nabob and others. The Commander-in-Chief gave 1,100 pagodas, the Nabob 1,000 and others another 1,000 pagodas, with which the year had commenced.

During this year also some amateurs of Madras, headed by Lady Oakely, the wife of the Governor, Sir Charles Oakely, gave two concerts for the benefit of the Asylum, producing a net profit of 1,175 pagodas. In February of the same year, the agents for the prize captured in the Tanjore expedition several years previously, presented the unclaimed portion to the Asylum, viz., 2,277 pagodas. In August, Colonel Baird, afterwards the famous Sir David Baird, having detected one of the camp settlers in peculation, gave him the choice of the triangle, or a fine. The settler chose the latter and paid 250 pagodas to the Asylum. In October 1794, the prize agents for the first Mysore invasion presented the large sum of 11,875 pagodas of the unclaimed prize money,

and 2,306 pagodas worth of debts. The result of all these receipts was that, in January 1795, the funds had risen to 38,567 pagodas or nearly a lakh and-a-half of rupees. In July H.M.'s 72nd Regiment presented 485 pagodas, and similar amounts came in from other regiments, which, together with the surplus income now enjoyed, increased the funds to 41,779 pagodas in January 1796. In the same year there was established in Madras an "Asylum and Road Lottery," which was continued yearly, the Asylum receiving one-seventh of the profits, the other six-sevenths being applied to road-making in Madras. In 1795, 2,000 pagodas thus fell to the Asylum and large sums were afterwards yearly received. In August 1796, Mr. Chatter, who was then Editor of the *Madras Courier*, offered to print and sell for the benefit of the Asylum a "Quarterly Army List," from which he estimated an annual profit of 500 pagodas. This was regularly issued by the Asylum from that time to 1895, and was a fruitful source of income. The publication of this official list has now been discontinued by order.

By April 1797, the funded capital amounted to pagodas 44,612. In the latter half of this year considerable expense was necessarily incurred in providing additional accommodation for the now numerous orphans, who, in January 1798, were 315 in number—268 on the foundation and 47 boarders. In August 1798 the officers in the Fort produced a play which having been patronised by the whole settlement, furnished the Asylum with the large amount of 364 pagodas. Various regiments also sent donations in this year—the garrison at Ambóor, for instance, giving one month's pay, and Colonel Farren's regiment 134 pagodas.

The narrative proceeds to describe the

establishment of the Male Asylum, or as it is now designated, the Lawrence Asylum Press, which has all through proved a blessing to the Institution, for from its net profits has the large funded capital been amassed, and yet, notwithstanding its proved usefulness, pecuniarily and otherwise, particularly during the past twenty-five years, it is surprising to find that the Press is in the market.

(To be continued.)

EDUCATION IN BURMA.

The report on Public Instruction in Burma for 1895-96 has recently been issued, and on the whole, the record is one of general progress. Of public schools of all kinds there were during the year under report 4,893 with an attendance of 143,379 pupils as against 4,533 and 132,723 during the previous year. The total expenditure on education amounted to Rs. 1,34,397 of which Municipalities contributed Rs. 2,92,167. Fees collected in Government and Municipal schools amounted to Rs. 2,38,238, an increase of Rs. 19,173 over last year.

University education is slowly progressing. As yet only one institution—the Rangoon College—has presented candidates for the B.A. Examination; but the Baptist College, Rangoon, has now added a F.A. Department. The Chief Commissioner, however, does not think that the work of the Rangoon College has been satisfactory.

There are 14 High Schools in the Province, an increase of one over last year's figures, but the number of passes at the Calcutta University Entrance Examination has increased.

Middle Schools numbered 50 during the year 1895-96 against 49 in 1894-95. The attendance has increased proportionately, but

the passes by Standard VII fell off from 469 to 350. The conduct of this examination was transferred during the year under report from the Educational Syndicate to the Education Department. As the examination was then no longer simultaneous, but held in each district at the same time as the Anglo-Vernacular Schools' Examinations, some schools did not have a full year to prepare. The examination also seems to have changed its character slightly, but school managers agree that the change is for the better. Vernacular Middle schools show a considerable increase, and the Chief Commissioner desires that further encouragement to the higher study of the vernacular should be given.

The greatest advance in public schools is under the head of Primary schools which show an increase of 291 and 6,797 pupils. The most noticeable feature in this increase is the relatively forward position occupied by Upper Burma. There the schools number 2,394 and the pupils 53,877 against 2,355 and 76,120 in Lower Burma. This indicates sufficiently the rapid growth of secular education in the Upper Province. The average grade of the Lower Burma Schools is much higher than that of the schools in Upper Burma, but in a few years the difference will not be so great. In Lower Burma, too, good lay schools are proportionately far more numerous than in Upper Burma where monastic schools predominate, and it speaks volumes for the tact of the Deputy Inspectors that they have so successfully combated the prejudice in the religious mind against secular education. The resolution recognizes this distinctly. The fluctuation in Primary schools is very great owing to the number of monastic schools included in the list. Many of these disappear and their places are taken by

new ones. The Inspector of Schools, Central Circle, accounts for this by pointing out that monks have their time taken up by matters pertaining to religion. If the obsequies of a priest are about to be performed in a village this is certain to disorganize the work of all the Kyaung within a considerable radius. The migratory habits of all Pongyis as well as the laziness of many has also much to do with the instability of monastic schools. But viewing the result as a whole, Sir Frederick Fryer is of opinion "that the Education Department deserves congratulation on the results of the year's administration. He concurs in the praise given to the Deputy Inspectors of Schools to whose efforts the improvement is in a great measure due."

Normal schools now number six, of which four are for girls, an increase of one over the previous year.

The Teacher's Final Test Examination did not produce very good results, and the Chief Commissioner, alluding to a remark of the Examiners to the effect that routine work was on the whole well done, while the text-books were imperfectly known, asks whether the text-books prescribed are not too difficult. The number of books had already been reduced. The difficulty lies not so much in the text-books as in the extraordinarily unprepared state in which candidates seem to come up for examination. Normal candidates always show some knowledge of their work, but of outside candidates a very great number have evidently done next to no study, and appear for examination fondly hoping that somehow or other they may get through and so qualify for a half-salary grant.

The Law classes in connection with the Rangoon College fell off during the year under review. The requirement of a language test

before admission has evidently had the effect of reducing the number of budding advocates.

The Engineering school, which was opened during the year and had ten pupils, was working very satisfactory. Lower subordinate posts in the Public Works Department were offered for competition.

There were 67 pupils at the Railway workshops at Insein.

The Patamabyan examination for the encouragement of Pali was well attended during the year, and the general favour with which the examination has been received by the priests augurs well for the future progress of Pali.

Technical education still needs developing. St. Peter's Institution, Bassein, where good work has been done in such trades as blacksmith's work, moulding, printing, book-binding, shoemaking, &c., will probably be closed. It is to be hoped that some other agency will keep the school going. The Technical School, Mandalay, has been closed. The Karen School at Toungoo continues to teach useful handicrafts to the hill Karens.

Kindergarten continues to make steady progress. Three new schools were opened during the year. It has not as yet gained admittance to any of the Indigenous schools of the country; but with the issue of a text-book in the vernacular a beginning will probably be made.

Female education is progressing. In Burma there are no caste prejudices to contend against: girls readily attend boys' schools, and there are very few purely girls' schools on the vernacular side. The general disinclination—happily now diminishing—of Burmans to educate their girls prevents the successful establishment of such schools. In the case of Anglo-Vernacular schools it is different. The pupils attending these are in the

majority of cases boarders, and a separate school is frequently a necessity. The Chief Commissioner in his resolution hopes that a larger supply of certificated female teachers will do much to improve female education. A larger supply of qualified teachers will help to improve efficiency all round; but it will scarcely affect the education of girls more than it will do that of boys. Female teachers almost invariably establish mixed schools.

It is to be observed that the Karens, originally one of the hill tribes of Burma, are much more enlightened in the matter of educating the girls. About 36 per cent. of the attendance in Karen schools are girls, while in Burmese schools the percentage is only 15. The method of conducting Karen schools is more conducive to a larger attendance. The villagers elect a committee of elders whose duty it is to supervise the school. Every one contributes to the school fund according to his means and no fees are charged in school. The result is that nearly every Karen child goes to school. There is thus provision for a good supply of Karen teachers. The grade of the school is comparatively high, many of the villages having Middle schools. The Karens are also very desirous of having the best men, their system enabling them to pay a good salary. Very few Christian villages are without a school, and the Buddhist Karens are also beginning to become alive to the advantages of education. It is a pity that the Burman villager does not try to manage his school, where it exists, in the same way. The great objection to secular education in his mind is the paying of school fees in any form. This has been instilled into his mind by the free tuition of the *Pongyi Kyaung*. But without a reasonable fee-income no qualified man will remain in a village.

Vernacular education in the province has been assisted in various ways during the year under report. Grants-in-aid have been paid on a liberal scale. Itinerant teachers have been widely employed in Upper Burma, one in each township, and they have endeavoured to bring as many private schools as possible on to the public school list. Many of these schools could not have qualified without assistance. This has helped Upper Burma to show such a large return of public schools as it does. As a further aid to managers endeavouring to qualify themselves, passes in Burmese only have been recognized as qualifying for grants. It has been found that this is an inducement to the manager to qualify fully under the rules.

The former system of maintaining certificated assistant teachers in fixed schools has now been largely given up.

Government pupil teachers were found to work successfully in Prome District, and next year it is hoped that the results for the whole province will be gratifying.

The Karens have special advantages of which they readily avail themselves. A teacher who has passed the test is entitled to a small monthly salary from Government paid annually.

In the introduction to the Report, the Director of Public Instruction alludes to the general educational policy of the Government. The new Code for European schools is alluded to, but a system of combined inspection and individual examination carefully carried out is considered more suitable to the wants of Burma. At present, managers carry out the examinations in Standards I, II, and III, but the opinion seems to be pretty general that a departmental inspection and examination would be better.

An attempt will probably be made to put Municipal schools on a better footing, giving better salaries to masters and greater security of tenure of their appointments.

There is no doubt that the cause of education is making progress. The first necessity is that the supply of good teachers shall be equal to the demand. The complaint among school managers is that good Anglo-Vernacular teachers are not to be had. The Normal schools do not seem to be equal to the occasion. When this, the first and primary want is met, progress will be more rapid and general. In Vernacular schools the pupil teachers will, when they become certificated, help to swell the numbers of qualified assistants very considerably.

POETIC EFFUSIONS BY THE INDIAN YOUTH.

That the native of this country is poetic by nature is undoubted. Those glorious epics "The Ramayana" and "The Mahabharata" reveal to us a state of poetic development at a time when the Englishman had not yet emerged from extreme barbarism, and in fact ere he had even framed for himself a language worthy of the name. At that early epoch the Brahman scholar was revelling in the beauties of a highly finished poetry. The poet-prophet was then laying down in undying verse those fundamental principles which have since guided generations and generations of Hindus. But the poetic fire has for ages lain dormant, and no production of any great merit has appeared in these modern times. Now and again it is true a drama or a lyric with some pretensions to originality has seen the light of day, but hardly one is worthy of much serious attention. Yet does the time seem ripe for some poet-prophet to

arise and sing in stately verse the many and great changes that are now taking place. All around us we see a mighty awakening, and phoenix-like a new people seems to be springing from the dead ashes of the past. Surely this is a time for some Valmiki to catch the spirit of the age and rouse the people to a sense of their approaching greatness! As yet, however, there seems to be no sign of the great prophet, but assuredly is his time coming and then ye dwellers of Ind will ye rejoice to see your name once more raised to its former grandeur. But, alas! what do we find in its place? Instead of any attempts at lofty verse in the vernacular, the native youth seems to prefer to dabble in English verse. Their efforts, however, are only comical and serve but to raise a quiet laugh.

In this article I intend to notice a few pieces of this nature that have come my way. First, then, there is a poem written by a Senior F.A. student of the Central College, Bangalore. It is entitled "Our College Needs," and I think was recited on the College day. One or two quotations from it may serve to show its claim to 'immortality'. The following struck me as specially deserving mention:—

"While worthy prizes held out for the youths
Induce them strive and 'tain to moral truths."

"To reg'lar toil at school our duty wakes,
Whereat, in earnest work, our sound health
breaks."

"Our next chief want's Debate Society,
To practise eloquence and argue free."

"Here buxom boys excel in manly sports,
Surpass they, too, in nimble tennis-courts."

"While vigorous foot-ball, skilful cricket games,
Are cheered by a worthy sire of nobler aims."

Of, course, one must, in judging such an effusion, remember that it is written in a foreign language. The mind of the East, too, does not run in the same groove as that of the West.

Here, like the very vegetation, it is apt to be profuse and too often wastes its strength in mere ornament. Not only is this evident in the poetry, but also in the prose. A Hindu whose education has not been severely English loves rather to copy the grandiloquent language of Macaulay than to aim at the simpler style of Addison. The former appeals more to his livelier imagination.

But to return to poetry. The next extract is from an acrostic by a boy of the same College. Underneath the name of the author is printed 'First Class,' but whether this refers to the poem or to the attainments of the writer, the reader is left to infer. On the whole it is not a bad production for a school-boy. What a racking of brains, too, there must have been in the composition, but "parturiunt montes, nascetur ridiculus mus!" The sonnet, for such is the name given to the poem, relates to the want of a proper Boarding House. The language is decidedly original and the poem is worth quoting from. The following extract will do to illustrate its merit:—

"Rememb'rest, how that night when every leaf
And branch of avenues more darkened night—
Lucid though were stars on the starry height—
Complained we much of the hostel's honest
thief?"

O, all that in this College hall assembled now
Listen ye, bulwarks, guardians of our state
Living, this living would send us to heaven
above."

The next piece that has come my way is from a B.A. New fledged it is true, but none the less was the author a graduate of our esteemed University. He happened to be writing about getting a post as master in some school, and after setting forth his hopeless condition, broke forth in the following ecstatic strain:—

"Mid braying tempests' roam,
Neither guide to steer the oar,
Dashing on a rock afar,
God I pray to save the car!"

After thus describing his helpless state he asked to be informed if he could in any way be useful in the profession he intended to follow. He was told that his claims would be considered—but not as a teacher of poetry.

My last instance is rather a lengthy one, but I hope my readers will pardon me for inserting it in full. It, too, emanates from a B.A., or rather a partial B.A., for the author was not quite entitled to affix these magic letters to his name. He was a schoolmaster and a Brahman. Having been appointed to a school in Coorg, that country disliked by all dwellers on the plains, he heralded his arrival in the following sonnet:—

"O Coorg, thy blanket cold and frowns unkind!
Once on Canara's lap caressed and fed
With products of the brain distilled and led
Through winding course of Art and Truth to find
And fathom precious depth of master-mind;
Now plucked as an unripe fruit from its bed.
I am the wanton spoil of changes dread.
The deaf dead-wood had better strike me blind!
Ev'n of fellowship O Coorg! wouldst thou tell
me

If I thro' failures alone should meet success?
Should Virtue be nursed by Adversity?
Wouldst then my tempest driven bark at sea
Insure? shall I rely for my progress
On thee, and learn to hail Humility?"

My only object in writing on this subject is that it may serve to prevent the would-be poets of our schools from wasting their energies on the unattainable. Far better that they strive at mastering an elegant prose than attempt what is beyond their power. If, however, they find the poetic fire strong within them, why not endeavour to give vent to it in decent vernacular verse? There are many subjects they might write about, and in the vernacular they would not be handicapped in having to write in a foreign tongue. It may appear clever to write doggerel verse in English, but it is questionable if it really does much

good. No, a hundred times rather let their thoughts rise to those lofty regions where dwell their poets of old and let them strive to rise to that poetic level. ORATIO.

PUBLIC INSTRUCTION IN CEYLON.

The latest Report published by the Director of Public Instruction, Ceylon, is that for 1895, and a study of it will enable us to form a rough general estimate of the position and character of education in what is known as the Chief Crown Colony of the British Empire.

From the year 1841 education in Ceylon was controlled by a "Central School Commission." This gave way in 1869 to a formal State Department of Public Instruction with a Director at its head. There were even then, as there are now, both Government Schools (directly managed by the Government) and Grant-in-Aid Schools. The progress made by the schools during the last twenty-five years may be understood from the following table:—

	GOVERNMENT.		GRANT-IN-AID.	
	Schools.	Scholars.	Schools.	Scholars.
1870	156	8,726	229	8,201
1875	276	12,776	654	41,343
1880	369	21,294	833	59,820
1885	417	26,624	819	57,320
1890	436	40,290	984	73,698
1895	477	44,252	1,096	90,229

It will be seen that, while Government schools have increased to three times the original number, the Grant-in-Aid Schools have increased to 4½ times; and that, while the scholars in Government schools have increased five times, those in Grant-in-Aid schools have increased eleven times. It has doubtless been the policy of Government to diminish the number of schools, especially of High schools, under its immediate control; but it is a policy which takes for granted the

efficiency and the usefulness of the Aided schools.

Besides the schools included in the table given above, there are "Unaided Schools." The Director's Report gives their number in 1895 as 2,242 with 35,353 scholars, as against 279 schools and 6,838 scholars in 1870. The figures for 1895 probably refer to those schools only which furnish returns to Government, so that the total number of Unaided schools must be somewhat larger; but it is obviously unreasonable to expect fuller information on this head in the official report. Taking the figures supplied by the Director, we have the following estimate of the total number of children under instruction in Ceylon—

	1870.		1895.	
	Schools.	Scholars.	Schools.	Scholars.
Government.	156	8,726	477	44,252
Grant-in-Aid.	229	8,201	1,096	90,229
Unaided.	279	6,838	2,242	35,353
Total	664	23,765	3,815	169,834

Population ... 2,402,287 (1871). 3,007,789 (1891).
Thus, while the population has increased by 25 per cent., the schools have increased by 471 per cent., and the scholars by 614 per cent. While in 1871 the proportion of children under instruction to the population was 1 in 101, the proportion rose to 1 in 17 in 1895.

The schools and scholars of Ceylon may again be classified according to the standard of the instruction given in them. These are the figures for 1895—

Classification of Schools.				
	Verna- cular.	Primary English.	Middle and High.	Total.
Government.	462	11	4	477
Aided	966	79	51	1,096
Unaided	2,138	67	43	2,242
Total	3,566	151	98	3,815

Classification of Scholars.

	Verna- cular.	Primary English.	Middle and High.	Total.
Government.	42,145	1,623	484	44,252
Aided	75,013	7,494	7,722	90,229
Unaided	29,224	3,890	2,239	35,353
Total	146,382	13,007	10,445	169,834

The grants paid to the 1,096 Aided schools in 1895 amounted to Rs. 2,79,870-73, representing a gross cost to Government of Rs. 3-10 for each pupil. The 477 Government schools cost Rs. 2,32,100-46, or Rs. 5-24 each pupil. It may be noted that the Director of Public Instruction received Rs. 5,97,800-13 from the Treasury and Rs. 35,019-37 from other sources. The cost of direction and inspection was Rs. 69-945-73.

The chief public examinations held in Ceylon are (1) the Cambridge Local Examinations (Senior and Junior); (2) the Calcutta University Examinations; (3) the London University Examinations. The extent to which these examinations are respectively favoured by the mass of students may be judged from the numbers sent up each year. At the Cambridge Local Examination of 1895 there were presented 277 candidates, of whom 67 entered as Seniors and 210 as Juniors. The highest number of candidates in any previous year was 316 in the year 1892. At the Entrance Examination (Calcutta University), 1896, fifty-eight candidates presented themselves at the Kandy centre, and we shall not be far wrong if we allow 12 more for the F.A. and B.A. Examinations, thus making an approximate total of 70 at all the Calcutta Examinations. Possibly another 30 may have been examined at the Jaffna centre. (The Department of Public Instruction studiously ignores the Calcutta Examinations, and the figures given here are, of course, derived from

private sources.) At the London Examinations not more than 10 candidates present themselves annually. It happens frequently that a pupil takes up more than one of the Examinations mentioned above, in the same or in a subsequent year.

It will now be seen that for a little country like Ceylon there is no lack of public examinations; some indeed consider the number excessive, and that is scarcely to be wondered at when we observe that less than 400 candidates in all appear annually. On looking closer into the matter we find that only 558 pupils were presented in 1895 for examination in the eighth (the highest) standard of the Government Code, and only 992 in the seventh; making a total of 1,550 pupils in both standards, from which chiefly the candidates for University Examinations are chosen. It may, therefore, be reasonably doubted whether both the Cambridge and the Calcutta courses are necessary for so small a number of pupils, in addition to the Government Examinations. Frequent discussions have taken place in the local newspapers as to the advisability of having so many public examinations as there are now in Ceylon. On behalf of the Cambridge course it is contended that there is more room allowed for individual tastes and dispositions; and that it brings Ceylonese candidates into competition with pupils in Great Britain and in the British Colonies. On behalf of the Calcutta course it is maintained that the training required is better suited to the needs of Ceylonese pupils, and that the examinations lead to an University degree. We cannot now, and in these pages, re-open the discussion, but, if one course alone were adopted—it does not matter which,—the education of the country would undoubtedly benefit. As it is, the

whole weight of Government influence is on the side of the Cambridge Locals, and every school is consequently compelled to provide for them. Many schools, however, unwilling to break their long connection with the Calcutta University, and unwilling to sacrifice, as they think, the best interest of their pupils, retain the Calcutta Examinations. Thus we have schools training pupils in both courses, and therefore obliged either to maintain a large staff of teachers or to let their pupils pick up what they require in any way they can.

The London Examinations from their difficulty, and from the inability of most pupils to remain in school throughout the time required, and perhaps also from the expense involved, have not been much in favour. But it is likely that they will be more largely taken as their value becomes better understood, and more favourable opportunities for them are granted.

There are five exhibitions—open to all candidates under certain ages—in connection with the Cambridge Junior Local—three (one of Rs. 240 and two of Rs. 120, each tenable for three years) for boys; and two (each of Rs. 120 and tenable for three years) for girls. They are awarded to the candidates, under the prescribed ages, who pass highest. There is also for girls a Senior scholarship of Rs. 240, tenable for three years. Up to 1895, the boy who passed highest in the Senior Local was awarded an "English University Scholarship" of £150, tenable for four years. But the Senior Local test was considered insufficient and otherwise unsuitable, and a change has now been made. It might be supposed that the London Matriculation or the London Intermediate would have been adopted; but an entirely different test has been provided. The examination has been transferred

for the present to the Oxford and Cambridge Examination Board. Candidates must be under twenty years on the last day of the month fixed for the examination; and they must have previously passed the London Matriculation Examination, or the Cambridge Senior with honours, or the First Examination in Arts of the Calcutta University in the first division. The examinations are to be alternately Classical and Mathematical. The first examination under this arrangement is to be Classical, and to be held in May 1897.

The "Special Instruction" supplied or aided by the department must be reviewed in a future article.

THE EFFECTS OF THE PLAGUE ON EDUCATION IN BOMBAY.

The past month has not distinguished itself by an abundance of educational events, rather by a singular destitution of them, and the outlook for the coming month seems just as little promising as the past. 'Plague' is the watchword on almost every tongue, and this plague is the one cause of retardation in educational matters.

Many of the Bombay schools are closed. Most of them re-opened at the appointed time, but owing to the low attendance had to adjourn for the present till February 1st. Among these are the three leading Parsee High Schools, viz, the Proprietary, the Fort, and the New High Schools, and the schools of the Zoroastrian Girls' School Association in the Fort, Chandanwadi, and Mazagon. Those of the Joint School Committee did not open at all and extended their vacation to the end of the month. The problem, however, is what they are going to do in February, as the plague has not in the least abated and as more than half of the population—and that is the well-to-do portion—has emigrated from Bombay. The European schools have been carrying on

their work, but with greatly reduced numbers on their rolls. The Arts Colleges of Bombay re-opened as the Director of Public Instruction refused his sanction to a prolongation of the holidays till the end of the month; but the Wilson College has since closed and the others have only a meagre attendance, while the Colleges in Poona, Baroda, and Ahmedabad are overcrowded. Mr. Selby, of the Deccan College, Poona, has been compelled to refuse any new applications as the classes are all crowded, and Mr. H. Littledale, of the Baroda College, has also given notice that the Previous and Intermediate Classes are quite full. The Baroda College, which usually counts about 200 on its rolls, has an attendance of 350.

The Board of the Dayaram Jethmal Sind College resolved on the 12th ultimo to transfer the College to Hyderabad (Sind) for the current term on condition that suitable quarters for the College and residences for students, from Kurrachee and elsewhere are procurable there; and also on condition that the residents of Hyderabad provide the extra expenditure that will have to be incurred in connection with this transfer.

All this goes clearly to show to what extent the Bubonic Plague is interfering with the progress of educational work, and how the work of Bombay institutions is, if not, at a standstill, yet greatly impeded and unsettled to a high degree.

As may be expected, the Editors of the daily papers have been almost overwhelmed with letters from students and others advocating the transfer to Poona of Bombay Colleges which, however, commenced their sessions at the beginning of the month. A number of Bhowmuggers law students addressed a letter to the Syndicate asking that the second and the third year law lectures may be delivered in Bhowmuggers by local judges, in which matter they had the support of Mr. J. J. Gajdar, M.A., B.C., the Judicial Counsellor to H.H. the Maharajah of Bhowmuggers, and for-

merly a Professor of the Government Law School, Bombay. He promised that he would "permit some of the Judges serving in the State who were LL.B.'S of the Bombay University to deliver the lectures on those subjects in the same manner and on the same terms in which they were delivered in Bombay."

Mr. Rustom K. R. Cama also sent a proposal to the Syndicate, to the effect that the keeping of terms for all examinations which require terms to be kept should, during the current academical year, not be enforced.

In order to consider these requests, the Syndicate met on the 19th with Mr. Justice Jardine, the Vice-Chancellor in the Chair, and resolved that the following proposition should be submitted at an early meeting of the Senate:—"That for Arts Colleges in Bombay or Kurrachee or any other town that may, in the judgment of the Syndicate, be affected with the Bubonic Plague, and for the Grant Medical College and Government Law School in Bombay, the operation of Bye-law 87 be suspended as regards the number of days' attendance to be required during the present term, and that such attendance be at the discretion of the authorities of the institution to which each student belongs." It was further decided to bring forward a proposal suspending the first part of Bye-law 36, which requires that a Convocation for conferring Degrees shall be held on the third Tuesday in February.

The Senate is consequently invited to meet on the 15th of February to consider the above proposals and some more of a similar kind, more or less necessitated by the present calamity. One of them would have the effect that a Dean would not be compelled to reside in Bombay but might take up his abode anywhere in the Bombay Presidency without having to return to Bombay within three months. The following from the *Times of India* gives interesting details respecting the effect of the Plague on particular institutions:—

III

In the *Elphinstone College*, out of close upon 200 students, about 70 or one-third attend. The attendance on Saturday was 65. Most of the absentees are believed to have joined the affiliated Colleges in Baroda, Poona, and Ahmedabad, and will probably return next term to their old College in Bombay. The *Wilson College* is closed and will not re-open till the 1st March. *St. Xavier's College* has lost about a fifth part of its 150 students; while four-fifths of the *Veterinary College* students are reported to be absent. In the *Grant Medical College*, out of about 70 senior (4th and 5th year) students, about a score, or a little over it, attend. Out of about 150 junior students 40 attend on an average. The three classes in the *Government Law School* show a very unsatisfactory attendance, it being about one-fifth of the average. One of its professors, Mr. Robertson, Barrister-at-Law, has been obliged to discontinue his class, and has gone home on leave. In the *Elphinstone High School* the attendance has fallen enormously; hardly a ninth part of the pupils attend. It is nearly the same in the *Elphinstone Middle School*. Nearly the whole of the forty boarders of the *Cathedral High School* have left for hill stations, but the whole of the day boys, numbering about 160, have returned since the re-opening of the school on the 18th January. On the day of the re-opening, however, there were only 80 boys present; the others came in gradually. The *John Connors High School* opened on the 6th; but out of a total of about 125 boys and girls only about 90 attended. The Headmaster, Mr. Macdonald, under whose supervision is another institution at Byculla—the *Scottish High School* and which is supervised by the same Committee of Management—states that the attendance of the Byculla boys and girls was half, or approximately speaking about 90 out of a total of 180. The *Cathedral Girls' School* Boarding School, we understand, is practically closed. Out of a total of about 190, a fourth of the girl students only attend. The *Young Ladies' High School* is closed until further notice. The

Alexandra Native Girls' English Institution was opened after the Christmas holidays in the second week of the past month; but after a lingering effort to go on for a few days was again closed about the middle of the same month, and will remain so till Monday the 22nd February. The *St. Mary's Institution* has been broken up into three separate establishments. The whole of the boarders have been taken to Khandalla, where the classes open from to-day. The first to the fifth standard classes are conducted as usual in the schools; while the upper standard boys have gone to St. Xavier's High School, which will be opened from February 1st, and in which out of a general roll of 1,250 students half the boys are expected to answer at the most to the muster. The several schools controlled by the Joint Schools Committee open in the middle of February; the three schools of the Zoroastrian Girls' School Association on the 1st March; the three Parsee High Schools in Bombay—the Proprietary, the Fort, and the New—re-open on Monday the 8th February. In the event of the number of boys being found insufficient to justify the keeping of the classes open any longer, they will be closed for a further period.

SANITAS.

NATURAL HISTORY INSTRUCTION IN SCHOOLS.

ADAPTED FROM A PAPER READ IN AMERICA BY
MRS. INGHAM BROOKE.

We ought first to ask how science is viewed by teachers as a body. Is it considered an *indispensable and essential* part of a scheme of education? Is it taught *continuously and systematically throughout* our schools?

I am afraid we must answer in the negative, and honestly allow that it is generally looked upon in the light of object lessons for the little ones, very nice and suitable in the kindergarten, and, if not pressed out by other and more important subjects, for the lowest grades; and also,

having been dropped meanwhile, useful at a considerably later stage in providing us with "extra subjects," entered for and prepared for with a view to adding to the probable sum total of marks gained in the college entrance examinations.

A wretched system this, demoralizing alike to teachers and pupils, and utterly inadequate to represent the teaching of natural science in a reasonable and carefully thought-out scheme of education.

Or, perhaps, there are some who hold, with an eminent headmaster, that the science side is useful, because into it we can put those children who are too stupid for classics or mathematics. On the whole, I am personally inclined to agree with the headmaster as to the waste of time in teaching science to the most intellectual and promising of our boys and girls, as it is now taught by too many teachers in our schools, almost entirely with a view to their passing an examination, or a series of examinations, and wholly apart from higher and wider aspects.

Science teaching, to be worthy of the name, should be a powerful factor in the all-round development of the children—(1) stimulating the faculties to action; (2) exercising and rendering more exquisitely true the powers of observation, by systematically training the senses of sight, sound, touch, taste, and smell; (3) developing the reasoning powers and the judgment by a strictly intuitive method of teaching, first-hand, accurate, and experimental; (4) adding to and enriching the vocabulary, by "word and thing" being taught at the same time, the eye learning to see the outward image, and the mind and spirit the more subtle imagery—thus preparing for a fine appreciation of poetry, which abounds in allusions to the natural world, such as that of Shakespeare, Wordsworth, and Tennyson; (5) leading to appreciation of art, by opening the eyes of the mind to a perception of the high beauty and perfection of the world around us—the apprecia-

tion of form and combinations of form preparing for sculpture and architecture, of colour and harmonies of colour for painting, and of sounds and harmonies of sound for music; (6) healthfully stimulating the moral nature to action, by a study of the magnificent scheme of the universe, perfect in its minutest particular as in its immensity of conception, exhibiting a profound wisdom and inciting us to a perfection of detail in our own work. Both the animal and the plant world provide us with innumerable instances of adaptation to circumstances, economy of material, untiring perseverance, unceasing industry and fulfilment of duty, extraordinary contrivance, whether achieved by instinct or reason. These things in true nature-teaching present themselves to the children, and, sinking deep into their minds, bring forth fruit in due season.

Such teaching of natural history will help to enrich the mind, and give balance to the character, and will be of lasting value even to those children who are thought capable of enjoying the high privileges of a real and thorough classical education. But why should it be necessary to set one kind of training against another—classical against scientific, and scientific against classical? A complete education should provide for both. Specialization may come later on.

I am inclined to think that hitherto our science teaching has been too incomplete and too didactic, and that this has hindered its progress in our schools—(a) too incomplete, i.e., not part of a whole and well-digested scheme, extending without break through the entire school course, and (b) too didactic, i.e., the children have too frequently been told the results (text-book fashion) of the observations of others, instead of having been required to add to and arrange systematically the results of previously-made observations of their own. They have (to use a common and self-condemning phrase) "taken up the subject for examination only," and without the necessary

foundation of a slowly-gained and first-hand knowledge.

Far be it from me to say that "No knowledge but first-hand knowledge" must be our axiom. That would be to throw away the accumulated knowledge, wisdom, and experience of those who have gone before us. And this, happily, would be an impossibility, so intimate is the connection between that which we know of ourselves and that which we know by contact, direct or indirect, with the minds of others.

But I do say that those who have already learnt to use their own powers of observation independently, and who are capable, to some extent, of patient thought and effort, are more able to appreciate the labours of others, and to assimilate the results achieved by them, than those who have not been so trained.

Moreover, to put the teaching of natural history in our schools upon a satisfactory basis, we must not only provide for its being taught continuously and without interruption, fully recognizing its great educational importance, but we must provide able and efficient teachers. There are, of course, many such who are both enthusiastic and efficient; but, at the same time, it cannot, I think, be denied that there are many whose only claim to teach this or that branch of science is that they themselves have successfully passed an examination in it. And it does not by any means follow as a certain consequence that those who have passed an examination in a subject are therefore able and competent to teach it. Granted a certificate has been obtained, training in the art of teaching is indispensable, and further knowledge and wider reading is very desirable.

I am afraid we must acknowledge that the holder of a number of science certificates, in many and varied branches, is not therefore necessarily a genuine lover of nature, delightful as an outdoor companion because conversant with the habits and haunts of animals, and full of curious

and interesting knowledge of plant and animal life. And yet it is the genuine lover of nature, the observant and thoughtful learner of nature's secrets, that children should have with them as their natural history teacher. That is the ideal, and we should endeavour most nearly to approximate to it when providing a teacher for the younger classes of our large schools.

Young children ask so much, demand such a wealth of wide and varied knowledge. Older children generally have learnt discretion, and more seldom put inconveniently pertinent questions. Perhaps their natural and instinctive desire for knowledge of the world in which they are placed has become a little dried up through the working of that inexorable law of the mind—the degeneration of unused faculty.

I do not think there will be any discussion as to the advisability of a good reference library, provided with books other than text-books, such as Izaak Walton's "Complete Angler," White's "Natural History of Selborne," Frank Buckland's "Life," "Log Book," and "Curiosities of Natural History," "Life of Edwards, the Scotch Naturalist," Romanes' "On Animal Intelligence," Sir John Lubbock's "On Ants," &c., Figuier's "Ocean World," Wood's "Bible Animals," "Homes without Hands," &c., Morris' "British Birds," Arabella Buckley's "Life and Her Children," "Winners in Life's Race," Darwin's "Earth Worms," "Voyage of the Beagle," &c., &c.; Ruskin's "Proserpina," Asa Gray's "How Plants Grow." The books mentioned are only some that occur to me at the moment, and I do not pretend that they are exhaustive or up to date. I only desire to suggest that books affording a wide scope should be used by teachers.

Classics like "The Complete Angler," and White's "History of Selborne," which experience has shown possess a quaint charm even for children, when judiciously used—standard works by our greatest scientific observers, such as

Darwin's—books full of anecdote and happy personal touches such as Frank Buckland's—and biographies and travels, such as the "Life of Edwards, the Scotch Naturalist," and Miss North's "Recollections of a Happy Life," are invaluable aids to teachers in the preparation of their lessons, that is, if they know them thoroughly, and can turn in a moment to what they want. And it seems to me advisable that children should be trained to know and to love the best books on the subjects, and something of their writers. The literary side of the teaching of natural history should constantly be kept in view—(1) by good descriptive language lessons leading to truthful and accurate verbal representation of facts observed; (2) by a knowledge of the best and most varied sources of information afforded by different writers; (3) by any allusions to the natural world in portions selected from our great poets or prose writers, being directly led up to, and prepared for, in the nature lessons.

These things can only be satisfactorily carried out when one and the same teacher takes all, or nearly all, the subjects in a class, and can plan and arrange them upon a synthetical basis. One subject can be dovetailed into another, as it were, geography and natural history, the history of a people, with the natural productions of the countries they inhabit, its minerals, raw materials, animal and vegetable, all being carefully dealt with in the nature lessons.

In speaking, as we have been doing, of the connection possible between one subject and another, we must not omit to mention the very great value of combining drawing (both with the brush and the pencil) with natural history. The gain will be great in both subjects. Children cannot draw until they have learned to see, to see accurately, to see proportionately, and to see with judgment and taste. A right training in natural history should help them greatly. The keenness of the interest which they take in the object, and their knowledge of and familiarity

with it, will help them to represent it the more faithfully. On the other hand, it is not until we are required to draw an object, be it a leaf, flower, or animal, that we become aware how incomplete is our knowledge of its outline and component parts. Hence, being required to reproduce our mental impressions, by drawing, will be an incentive to a more careful and prolonged examination of forms and general characteristics.

Children should constantly be called upon to draw what they see on the blackboard in bold outline, as well as upon paper. Drawing should be recognized in all its importance as a valuable means of expressing that which we know. The writings of Mr. Ruskin should be studied by every teacher on the relation between art and nature. Passages in "The Eagle's Nest," "A Joy for Ever," and "The Two Paths" occur to me at the moment, but there are many others which are suggestive and instructive in a very high degree.

As the child grows older, more detailed and even microscopic work becomes possible; the examination of structural parts or of minute organisms may be attempted, but here drawing is still more absolutely indispensable to ensure honesty of work.

But I hold that structural natural history teaching should never be given until the children are familiar with the appearance and life history of the animal to be examined in detail. There is something ludicrous, if only it were not at the same time so grievous, in boys and girls, passing an examination in minute structural details of animals about whose habits and appearance they know little or nothing. I knew a young lady of abstracted habit who was diligently studying the adontophore of a garden-snail, who yet was not aware that the eyes of that animal are placed for protective purposes upon the ends of its long horns which can be retracted at will. A snail was to her an almost unknown object, one of the common things she had seen without seeing.

If children are to acquire a familiar acquaintance with most of our common plants and animals, there must be provision made for their so doing in the school-room. Aquariums, fresh-water and salt, containing water snails, sticklebacks, minnows, crayfish, fresh-water mussels, newts, &c., or sea-anemones, shrimps, crabs, mussels, limpets, oysters, &c., and cases containing harmless snakes, salamanders, toads, &c. Birds of various kinds, mice, rats, dormice, silk worms, and many other natural objects should at one time or another be kept in the class-room and watched and tended by the children themselves. Plants, flowers, growing seeds, should all be there; each class-room should have its own especial objects of care and interest, under the constant and immediate observation of the children. In many cases a daily or weekly record, with drawings showing stages of growth or development, can be kept by the children, and will be found of great value in directing their observation aright. The school museum, if there is one, should be supplemented by the class-museums, containing objects collected, labelled, and arranged by the children.

Visits to museums, zoological and botanical gardens, should periodically be taken, but little only should be attempted at one time. It is well to teach children how to use such institutions, not by a hurried rush through every department, but by careful examination of some special section of one department. Museum-visiting is like reading, one brings knowledge away in proportion as one takes knowledge to it. "To him that hath shall be given" holds good here as elsewhere.

Diagrams and wall pictures, suitable to the various stages, should hang upon the walls in the sight of the class, and should represent the work done by the class, and that only. But these should be only supplemental to the blackboard or charcoal drawings executed by the teacher and should be further enriched by drawings done by the children themselves, of however crude

nature these may be. Specimens of common animals may be obtained in a town at a trifling cost from the fruiterer's and fishmonger's shops, and stranger and more uncommon objects may be got from the naturalists' shops and elsewhere.

Finally, let me throw out the suggestion that in schools (and they are increasing in number) where a life-training is the primary object, and not the gaining of the largest number of certificates and distinctions, the following occupations might offer inducements to some who on leaving school desire to enter upon a congenial and useful career, and who feel unfitted to enter the medical, the nursing, or the teaching professions; viz., fruit growing, bee-keeping, market gardening, landscape gardening, botanic flower-painting for scientific purposes, scientific inquiry with special reference to agriculture. Or if among them there are one or two who intend to enter the interesting field of social science, and to join the band of trained workers among the poor, they might well interest themselves specially in open spaces, allotments, cottage and window gardening, pure rivers, and the æsthetic development of the people, on the noble lines indicated by Mr. Ruskin in "Two Paths." A training such as I have indicated in these few remarks would prove of service in such cases as these, and would also add to the interests and happiness of school life.

OUR UNIVERSITY CORRESPONDENT.

CAMBRIDGE, January 1897.

We live in an age of government by fly-sheet. Hardly a day seems to pass but we receive a heap of these documents, explaining the merits, or pointing out the dangers, of any scheme that may be in the air. At present these fly-sheets have been devoted chiefly to a subject in which most of us can take but a compulsory interest. This is the subject of the Theological Tripos, which, like every other Tripos, is undergoing revision. The changes contemplated, however, are matters of detail; and are opposed by Dr. Cunningham on the ground that they are not

sweeping enough. Dr. Cunningham would like to see more room given to dogmatic theology, instead of the trifling space it can now wring out of criticism and history: thus only, he says, will the Tripos rank with others in the amount of real thought it demands.

We are threatened also with a storm of fly-sheets on the subject of the Historical Tripos. This also some ardent spirits wish to change. Their scheme would involve the division of the examination into two parts, on the analogy of the other great examinations, the first part to consist chiefly of history proper, and the second of political science. But the scheme has been riddled by a set of determined adversaries, headed by Mr. Oscar Browning of King's and Mr. G. E. Green of Caius. The outside world knows little of the matter; but "O. B." has promised to let us know by the fly-sheet method. On hearing this threat, one of my friends, finding his present accommodations already insufficient, wrote to an eminent upholsterer for a waste-paper basket, "of the size and strength you supply to editors of magazines."

Meanwhile, whether Triposes change or not, the inevitable changes go on in the personnel of the University. Professor Humphry's place in the chair of Surgery has not been filled. Whether there was no one in Cambridge of sufficient merit, or because the University chest would not bear the expense, or for some reason which has not transpired, the place remains vacant, and apparently will not be filled for some time. At Newnham Miss Helen Gladstone, who has been Head for fifteen years, retires in order to be able to watch over the declining years of her parents. There is however in this case no doubt as to her successor. Mrs. Sidgwick, who has been Vice-Principal for a long time, comes naturally into the post. She is known, not only as the sister of Mr. Balfour, and as the wife of one of the greatest scholars in Cambridge, but for her own high intellectual gifts, and for a skill and power in government which bode well for the new régime. Miss Stephen will succeed her as Head of Sidgwick Hall; and Miss Clough, niece of the late Vice-Principal, and daughter of the famous

poet, appropriately enough, becomes Head of Clough Hall. All these changes are so natural and inevitable, that the immediate future of Newnham, as far as its traditions and policy are concerned, seems as secure as ever.

The death of Dr. Hubert Holden ought not to pass unmentioned. Senior classic in 1845, and Headmaster of Ipswich from 1858 to 1883, he had devoted his last years to the most exhaustive school editions of certain works of Plutarch and Xenophon that ever were issued. The labour of producing these books must have been immense; but Dr. Holden will probably be longest remembered for his more ambitious edition of Aristophanes, and for his two books on Latin and Greek composition. He was a scholar of a kind that is less common now than formerly; and his loss will therefore be all the more severely felt.

Of making many books there is no end; but equally endless seems the discovery of old ones. The British Museum is just about to publish the Odes of Pindar's rival Bacchylides from an Egyptian papyrus; and Egypt is now to the manuscript-hunter a veritable land of promise. Professor Mahaffy is there at the present moment in search of Greek books; and Mr. Schechter, whose transcript of Ecclesiasticus I spoke of recently, is also there seeking for Hebrew and other Oriental works. Mr. Schechter is acting under the advice and with the assistance of Dr. Peile, the Master of Christ's. The manuscripts, if found, will doubtless go to swell the treasures of the Oriental Library at Christ's. This great foundation, originally started in memory of the famous scholar Robertson Smith, and containing his books as a nucleus, is now rapidly approaching completion. It will in time be one of the great treasure houses in Cambridge; and it is already a mine for the student of Eastern languages and literature.

But it is not merely old books that we are to expect. A scheme formulated by Lord Acton gives us the right to anticipate a work such as has never even been conceived before. This is a work on Modern History, from the end of the Middle Ages till now, to which twenty or thirty of the first historical scholars now alive will contribute.

In twelve volumes, each containing seven or eight hundred pages, the history of the world will be summarised, but not as a mere history. The writers will have in view the great movements which make the meaning of history, and the social and religious ideas underlying these movements. Events will be narrated as illustrating philosophical principles; and the order will therefore be the scientific order of cause and effect, rather than the mechanical order of succession in time. So far, the only possible parallel to this scheme is perhaps Ranke's unfinished *Weltgeschichte*, which, stupendous as it was, did not approach the vastness of Lord Acton's ideas. But in another respect this conception reminds us rather of Buckle's History of Civilisation. Buckle, as is well known, thought that history ought, like astronomy, to predict the future. It is curious to find this exploded idea revived, in however modified a form, by a thinker like Lord Acton. "We hope," he says, "to provide a chart and compass for the time to come"; and in private conversation he is said to have expressed the opinion that the truly philosophic historian ought to be able to stand on the dividing line between past and future, and from his knowledge of the one to predict the other. This is boldness indeed.

But whether Lord Acton's coadjutors are likely to be good prophets or not, as to their ability as historians there can be no question. Such a "galaxy of talent," to adopt the theatrical phrase, has never been drawn together for a single work before. Lord Acton himself is the general editor. Dr. Stubbs, Bishop of Oxford, assists with his advice; and among the workers are such names as those of Lecky, Oman, York-Powell, John Morley, Prothero, Cunningham, Gairdner, Gardiner, Bryce, Sidgwick, Mullinger, Pollock, Ward, and Wolseley. "Standing on the edge of the future," Lord Acton promised us the first volume in 1898; but I hear that the prediction has already been accommodated to circumstances, and that we shall not see it till 1899. But whenever it comes, it will find us ready to do it homage.

I spoke lately of Professor Ryle's appointment as President of Queen's. This appointment was

not only a novelty; it appears to involve an anomaly. No Head of a College has hitherto held a Fellowship along with his Headship; but the statutes of King's made no provision for one of the Fellows of King's being elected Head of another College; and hence Professor Ryle is legally competent to retain his stipend as Professorial Fellow for an indefinite time. I understand, however, that Dr. Ryle intends, while retaining his Professorship, to resign the Fellowship, or at least the emoluments; and so to put an end to a state of things never contemplated by the legislators of his old College.

The "Littlego" examination has made its first experiment in Essays. The subject chosen was Scott's Legend of Montrose. The style of the Essays was, I am told, occasionally very remarkable; but surely that very fact is only an argument in favour of making the innovation a permanency. The subject, however, might be improved; for many of the candidates never read the book, and contented themselves with reading a few pages from a common history on the character of the Marquis, and gaining a knowledge of the story from a history of literature. It is not this kind of work that the change was meant to encourage.

The University has recently acquired from Downing College a strip of their ground for scientific purposes. This will doubtless be to the advantage of Downing, whose Fellows are said to have received their dinners per annum as their stipend. But there has been much dispute as to the use the University should make of the land now it has acquired it. Fly-sheets of course have been circulated briskly. Finally, it has been decided that the land should be used for building the Adam Sedgwick Memorial Museum for Geology. I cannot profess to have read the literature on the subject. To have done so adequately would have occupied the leisure of a Head of a College for a week. But I have gathered that the main objection to the scheme was that the students and tutors would have had occasionally to walk across the road to inspect the specimens. To those who know how little chance a science student has of getting out into the open air, this

objection may seem an argument in favour of the scheme.

OUR LONDON LETTER.

LONDON, January 1897.

To one who for the time can take up the position of a disinterested onlooker, educational affairs here are becoming more and more interesting. All parties, political and religious; all the different educational sections and grades—primary, secondary and that which comes above secondary (and is as yet nameless spite of great age and greater respectability); the various sections of parties; all are wasting ink to an unprecedented degree, resolving, protesting, recommending, asking, demanding with unabated energy. Now is the time for the man who likes to take a leading part, to cut a neat figure and make a telling speech, to be reported—or preferably to be misrepresented so that he has to write to the Editor to point out precisely what he did say, or to give the world the benefit of his 'views' in long letters to the press. There is a great deal of sincere and earnest work being done, of course sometimes with petty aims, too often with merely professional interest in view, in some cases—probably the fewest—with an unprejudiced desire to benefit the nation at large regardless of theological hairsplittings. But undoubtedly that man must be deficient in his sense of humour who is not also amused at much that is being said and done, at the cocksureness of each party as to its own wisdom and other's indiscretion. Thus for months, almost years, the voluntary party in the Church have been debating the form of help they shall ask of the Government, and at last by a slight majority decide for rate aid; the Government cannot adopt this method, too revolutionary, say they; whereupon a Bishop of the English Church (Chester) writes to ask counsel of 'Dear the Lord Cardinal' the Archbishop of Westminster, the head of the Roman Church in England, in this grave crisis, and suggests that they should now set to work to turn out the present party! Your readers may wonder how this comes to be known. I can tell them how,

namely in the column of the *Times*, to which vain people of high standing seem to send much of this correspondence; but why such an amazing proceeding should be thus announced to all I cannot tell.

The holidays have brought the usual conferences of teachers. The Headmasters (of the tertiary or nameless order of schools) met at Rugby. As usual, a number of assistant masters in the same schools took part—except as to voting. After some discussion they resolved to urge on secondary legislation and to co-operate with the other body of Headmasters (of the secondary or middle order) in this matter. The latter are meeting as I now write at the ancient Christ's Hospital, in the City of London. They are to dine at the hall of one of the old—and now wealthy—guilds this evening, and will have with them the Duke of Devonshire, who at this moment exerts the most potent influence in the educational work of the Government. The great body of primary teachers do not meet till Easter, but a conference of teachers in village schools was held the other day, at which they resolved that they needed better pay, that the management of the schools—by the clergy mainly—is bad, and that extra financial help is required for these schools. If these things be seen to, and if the rural teacher be allowed a freer hand so as to be able to give the agricultural labourer 'a wise and generous education,' we are assured that the steady flow of country people into the towns will be checked! Hodge will become so appreciative of the simplicity and beauty of country life, so fond of the plough, so attached to the landlord, the parson, and his master the farmer that he will not seek a change, freedom, and possibly a brighter career in the town! Yet in other lands where village schools are not mismanaged nor teachers underpaid (according to these same good folk), the flow of population towards the towns is just as marked as it is here. Still another conference—that of the Modern Language teachers, who wish to emphasise the importance of their work and of improving the teaching of French and German in schools. They decided also to issue a journal of their own. In a

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day or two the Association of Assistant masters (in secondary schools) hold a short meeting. This Society now numbers well on for a thousand members, including men in the big public schools as well as in the humbler private schools. Being scattered over so wide an area, and being, somehow, little disposed to congregate or to take vigorous concerted action, their business is conducted mainly by elected representatives forming standing committees which formulate the views of members on current questions, secure representation at various conferences and commissions of inquiry, and generally watch over the interests of assistant masters. Their arrangements for enabling men to obtain appointments without the costly intervention of scholastic agencies have proved most successful; legal advice is now obtained for assistants; and the possible publicity attending any gross act of tyranny on the part of headmasters is probably a wholesome check. When a rigid Teachers' Registration Bill shall have been in operation some years, we shall doubtless find a stronger professional feeling pervading the bulk of assistants, for it will form a definite and fairly homogeneous body with common interests. At present, in England, any person whatsoever may become a schoolmaster—except in the primary schools; consequently the term connotes nothing which commands respect; it is an unknown and a variable quantity. The enterprising hotel-keeper who starts a boarding school; the pushing hypocrite who advertises his purchased yankee degrees, unlimited diet, the most watchful moral training and unheard of success in everything; the poor assistant who is an M.C.P. (Member of the College of Preceptors), a 'title' as much paraded as it is worthless; the University graduate who is well qualified to do his work and does it fairly and honestly; the Head of Harrow or Winchester:—all these are schoolmasters here. No wonder we are not recognised as a profession. If all goes well in Parliament this year we may look forward to a gradual upraising of the status of the schoolmaster, a greater appreciation of his function, greater security of tenure of office, probably better emolument. Should the willingness of the Government, however, again

produces no fruit, educational reform may be postponed for many a long day.

OUR GERMAN LETTER.

Dr. Wille has given a very interesting account of the great modern philosopher Friedrich Nietzsche, when lecturing at Wiesbaden. Few names, he says, are mentioned so often as his, and of all the philosophers of our present time, Nietzsche has created the most profound excitement in the different provinces of our spiritual life. There is scarcely a number of a modern review, scarcely a page of literature, scarcely an artist-café where Nietzsche's pass-words like "Decadence, gentlemen-moral, individualism," &c., are not mentioned. Some worship him and see in him the highest embodiment of human wisdom, others think him the type of a fool or even of a criminal. Some consider his works models of the noblest Ethic, others think Nietzsche's productions patterns of spiritual and moral reprobateness. But the truth lies in the middle. In Nietzsche's works the deepest wisdom and folly are organically connected, but amongst all philosophers, Nietzsche is, like Schopenhauer, the most distinguished writer.

He was the son of a Protestant clergyman, and after having passed through the "Gymnasium" he studied classical philosophy. Before getting his Doctor's degree, he was made professor at the University of Basel, where he was very successful. In 1870 he joined the army-ambulance. At this time he began to suffer from headaches, and in 1878 he was obliged to retire from his University work. He went to Italy, but his health did not improve. In autumn, 1882, after having published several remarkable works on philosophy, he determined not to write at all for about ten years, in order to examine his philosophy to its very foundation. However he did not carry out his plan, but produced marvellous works until, in 1889, his mind gave way, and he had to be put under the care of Professor Binzwanger at Jena. Nietzsche loved solitude, and all he wrote was purely his own. He may be considered the founder of a new religion. When

walking in Italy or in the Alpine mountains he wrote down his thoughts on bits of paper. "I don't write only with my hand, but also with my foot he said once," and if we read "Thus spoke Zarathustra," we feel as if going out for a walk: trees, sunshine, dark clouds, secret wanderers, night winds and stars, we see with our spiritual eye. His views are ever changing. "We would not allow ourselves to be burnt to death for our ideas, because we are not sure of them, but we would not mind perishing for being allowed to have ideas and to change them," he said. There is no philosopher who doubts so much his own ideas as Nietzsche. He laughs at those who believe in him as well as at those who criticize him. He despises mankind especially on account of its laziness. The great community he considers, like Schopenhauer, to be the "merchandise of nature," the manure from which rises the magnificent flower of mind. But in spite of that, he thinks the love, which Christ preaches us, the finest feature of character, and in this view he has created his "gentlemen,—and his slave-moral." According to the first, boldness, inc consideration, wrath is the privilege of the great, whilst love mercy, patience suits the merchandise of nature. The sentence "mankind is something that has to be overcome" brings us to his idea of the "super-man." As man has developed from the beast—so the super-man "will proceed from man." After "man" has reached the highest point, "The gentleman moral," his egoism, his power, his discontent will rouse in him the longing for something better, and thus the "Vibarmensch," the "super-man," will come forth strong, but not barbarous, mild, yet not slavish. At the end of the lecture Dr. Wille thought that the "system of Nietzsche" might be well contested, but the personality of the great philosopher will never perish.

The Prussian Minister of Worship has issued an examination scheme for insurance-experts. The head of the examining body will be the leader of the seminary for insurance-science at the University of Göttingen, Professor Lexis. Only those candidates will be admitted who have attended

the seminary for at least two semester. There will be two examinations: one for the administration, the other for the mathematical division. The subjects will be: Political economy, statistics, the insurance arrangements, the imperial insurance law and higher mathematics. In one hour and a-half four papers must be done on the practice of life insurance.

The library of the historian Heinrich von Treitschke has been bought, on the suggestion of the Chief Mayor of Leipzig, by the town at Leipzig. It will be a great and valuable addition to the library at that town on account of its numerous works on modern history. Treitschke began at Leipzig his influential and great career as teacher at the University, and as historian of the German nation.

Fourteen students of the Technical High School at Aachen and at the University of Bonn had been condemned for duelling to three months imprisonment, but the Emperor has transmuted this sentence into a week's confinement.

On the evening of the 2nd of November the "social-scientific student-club" had a festival meeting. Several guests, amongst them a great number of Professors, had come to hear Pastor Naumann's lecture on "The Social Duties of the educated youths." The "Nord. Allgemeine Zeitung," a conservative paper, attacked with great rage the Professors for having listened to the dangerous words of Naumann. Naumann is the head of a new party called the "National-social."

The fiftieth edition of Prof. Dr. Ascherson's German University Calendar has been published in Berlin by Leonhard Simon. It is a very elaborate and interesting book, and gives a complete list of the lectures of the winter half year 1896-97 of all German Universities, as well as of that of Austria, Russia and Switzerland. Students will find here ample information about the prices of dwellings, dining places, the costs

of "Immatrikulation" and "Exmatrikulation," &c. All details are given with regard to academical clubs, &c.

Correspondence.

To

THE EDITOR,

THE "Educational Review."

SIR,

I am sorry to find my old friend Mr. Quinn so thin-skinned as he appears to be from his very lengthy letter to you in the January issue of the Review.

It is not my intention to go through his letter point by point, and to show how and why I am unable to accept his defence in its entirety.

One or two small points I will note,—with your permission.

The misprints in my brief review of his book were not, as you have kindly pointed out, my fault. One of the worst of these was *Southern* for *Scottish*, which is what I wrote. Mr. Quinn defends the omission of 'turned' in line 50 of the *Wreck of the Hesperus* on the ground that he has followed the "first edition." Nevertheless, when he was removing "obvious errors and inconsistencies" (see leading note to "Notes on the Minor Poems") he certainly ought to have removed this error in the text.

Probably, when I tell him that I have been in India more than three times as long as himself, and have taught English continuously and continually to all grades of students for upwards of a quarter of a century in this Presidency, he will guess who I am, and will at least have the modesty to admit that, on the question of the value or otherwise of scansion—"mere scansion,"—my opinion is quite as good as his. I reiterate my opinion that fewer notes on the scansion would have been better.

"Veering" he has not explained, he tells us, as it is "a mere Dictionary word." Then why has he explained such words as 'aisle,' 'avalanche,' 'basement,' 'belfry,' 'casement,' 'falcon,' 'parlour,' 'spectral,' 'venison,' and many other words, which, *me judice*, are equally "mere

Dictionary" words? I do not object to his having notes on these words,—far from it,—but "veering" equally wants a note.

YOUR REVIEWER.

CONTEMPORARY EDUCATIONAL PERIODICALS.

The January number of the *London Journal of Education* is not up to its usual mark so far as solid articles are concerned. There are more book reviews than original articles on educational subjects. The occasional notes as usual deal with current topics, the most important of them being the question of the reorganization of secondary education in England.

Miss Gertrude Slater contributes an interesting article on *Children's Books*. The gist of the whole article is contained in the following paragraph:—

"Books then—fiction, history, poetry—must be our means of affecting our children's ideals; and, viewed in this light, the importance of supplying them with good literature is evident. Their minds, at least, should not be confined to the nursery. Children's literature, if purely amusing or confined to the minor morals, let them have by all means, especially fairy stories, and later on the old mythological stories; the Norse mythology as prettily set in the "Heroes of Asgard," the Greek tales, the old mediæval stories as told by Cox, seem all wonderfully congenial reading to children, and make good successors to the fairy stories. But to let them dwell exclusively in imagination with other boys and girls is belittling to the mind, and almost any grown-up book is wholesome, as breaking the monotony provided it be true literature. A boy who can appreciate Henty could read Stanley Weyman, and would be far the better for it, and girls' stories are generally so petty in their interests that they need a wider diet even more than boys."

The description of a French Normal School by C. A. R. is highly interesting. Besides these the present number contains an editorial on the central authority for secondary education and an exhaustive report of the general public meeting of the Modern Language Association held on the 23rd of December 1896 under the presidency of Sir John Lubbock.

Most of the articles in the January number of the *Educational Review* (London) are as usual book reviews. Of the two articles having a direct bearing on education, the first deals with the ex-

aminations of the National Froebel Union. The National Froebel Union consists of representatives from the Froebel Society, the Bedford Kindergarten Company, and the Home and Colonial Society. The professional examinations it undertakes are those for the Elementary and for the Higher Certificates. The syllabus for the Elementary Certificate includes the biographies of Pestalozzi and Froebel, nature knowledge, Kindergarten gifts and occupations, music and singing, class-teaching before the examiner, and drawing such as will test ability to use the blackboard in teaching. Besides these compulsory subjects there are two optional ones which cover the elements of Psychology and Geometry. The examination for the Higher Certificate necessitates a two years' course of study, except for those who have already won the Elementary Certificate. These may take Part II of the Higher Certificate without Part I. Part I of the Higher Certificate requires some geometry, two out of five science subjects, music and singing, Kindergarten gifts and occupations, and the history of education, which includes Pestalozzi, Froebel, Comenius, Locke, Rousseau and Herbart. Part II includes the Theory of Education, Froebel's principles, organisation and method of education, physiology, hygiene, physical exercises, class-teaching, and blackboard drawing.

The second is on Château de Diendonne, where under the direction of the Marquise de San Carlos and her five daughters, a number of young girls are educated. The article is written in French and illustrated.

Of the two leading articles in the *Educational Times* (London) for January the first is a comment on the following remarks of Mr. Ruskin on the place of competition in schools: "Of schools in all places, and for all ages, the healthy working will depend on the total exclusion of the stimulus of competition in any form or guise. Every child should be measured by its own standard, trained to its own duty and rewarded by its just praise. It is the effort that deserves praise, not the success; nor is it a question for any student whether he is cleverer than others, or duller, but whether he has done the best he could with the gifts he has." These remarks, says the editor, contain much truth, and calls upon teachers to ponder over them and endeavour to realise their responsibilities.

The second leading article is on the value of art as an ally to other methods in education. "The intellect is perfected," says Aristotle, "not by knowledge, but by activity." If art cannot actually create activity, it may at least promote

it, and the efficient promotion of activity is one of the highest purposes of education. Whether regarded as a mode of inculcating truths through the medium of beauty, or as an unconscious agent of suggestion, elucidation or exemplification, art can be made to serve educational ends. This power of art needs to be persistently urged as education grows in complexity and diffuseness. It is possible that art which is a finer and more delicate instrument may accomplish what the ruder methods have failed to achieve.

Geography, as a basis of history teaching, is the subject of the lecture by Mr. R. F. Charles before the College of Preceptors reported in this number of the *Educational Times*. The lecturer contends that history and geography are not sister subjects, but rather two aspects of one and the same investigation. Man, both savage and civilized, is always conditioned by his environment, that is to say, by geographical facts. Man cannot therefore be divorced from his surroundings. Hence we must study history under the conditions of space as well as time, and geography under the conditions of time as well as space. Only then history and geography can serve to train the reason, the judgment and the imagination of children. At present geography and history merely serve to drill the memory, and the consequence is that children learn to hate geography and history. To be productive of good results both historical and geographical studies should be brought under the tests of reason and experience.

The *Practical Teacher* for January is an exceedingly good number. Besides the usual quantum of lessons to teachers, notes, and reviews of books, the present number contains a number of enlivening stories and charming school plays.

Reviews and Notices.

Life in Ponds and Streams, by W. FURNEUX, F.R.G.S. Longmans, Green and Co., London, New York, and Bombay, 1896. Price, 12s. 6d.

The title of this book is one that appeals to lovers of natural history. In India there is no lack of ponds—or "tanks" as we term them—teeming with living things. Streams on the other hand are more difficult to find, and the equivalent of the English brook is only to be met with on the hill ranges. The Indian river which generally exists as a raging torrent in the rainy season, and at other times as a dry sandy track, with perhaps a few scattered pools of water, does not offer much attraction to the amateur naturalist. It is to tanks therefore that our attention is directed by a perusal of the book now before us. To any one interested in natural history there are few better hunting grounds

than Indian tanks, certainly there are none which offer greater variety in such small compass. The microscopist will find abundance of material among the minute forms of animal and plant life which occur in great profusion; while the collector who confines his attention to larger forms will have no greater difficulty in obtaining specimens.

The facility with which fresh-water organisms can be studied in their living condition adds a special charm to the study of tank natural history. "Life in Ponds and Streams" furnishes full particulars of how aquaria may be constructed and stocked, and it is a mistake to suppose that this need necessarily entail great expense. Any large glass jar or bell jar can be made to form a serviceable aquarium for small animals. An artificial soil is made by introducing a layer of clean sand in which some green tank weeds are planted, the jar is then filled with clear tank water, and the aquarium is ready for its animal tenants. A little water must be added from time to time to replace the loss by evaporation, but under ordinary circumstances there is no need to change the water as a whole, for it is thoroughly aerated by the oxygen gas given off from the living plants. There is a mutual balance between the animal and plant life present in the aquarium, the former giving off carbon dioxide gas, and taking in free oxygen, while the latter reverse the process. Some experience is necessary to find out the most suitable tenants for an aquarium; thus some animals will have to be omitted on account of a tendency to feed upon their companions, or upon the plants, and some of course will be found more attractive in appearance and in habit than others.

The author commences with a general introduction to the study of the animal kingdom; then follow several chapters on the methods of collecting the denizens of ponds and streams, and an account of how they may be examined and preserved. The chapter on aquaria and their management gives very full directions with regard to their construction, how they are to be kept up, and finally gives descriptions of the most suitable plants for oxygenating the water. The second and larger part of the book is concerned with a detailed account of fresh-water organisms. Commencing with the lower forms of life, the writer passes group by group to higher forms, concluding with a description of fresh-water fishes and amphibians (frogs and newts). A somewhat full account is given of fresh-water mollusks, with detailed descriptions of most of

the British species, and the chapter on aquatic insects is also very complete. The book is illustrated by upwards of three hundred good figures, and light-coloured plates; the latter are excellent, particularly those on which the dragonflies are figured. Some of the plates would in our opinion have been improved by the omission of the coloured back-ground.

Although the book deals primarily with the inhabitants of British ponds and streams, it would be a mistake to assume that on this account it is not likely to be of use elsewhere. Nearly all the animal groups which it describes are represented in our Indian tanks, and the beginner should, with Mr. Furneaux's assistance, find little difficulty in determining the groups to which his captures belong. It should be remembered that even although the "clumsy" specific name which some learned man has christened our specimen is unknown to us, yet, as Tennyson indicates, "the beauty would be the same," and this deficiency is no hindrance to our study of the animal's habits.

We can recommend "Life in Ponds and Streams" as a suitable prize book. Many a naturalist can trace the awakening of his love for nature to the gift of some volume on popular natural history which he received in his youthful days, and the present book is one with which the experiment might be tried.

Education and Modern Secularism, BY THE REV. C. W. FORMBY, formerly of Keble College, Oxford; with Preface, BY THE RIGHT REV. E. S. TALBOT, D.D., Lord Bishop of Rochester. Longmans, Green & Co., 1896.

To attempt a serious criticism of the contents of this book would be out of place in this Review. The author pleads for a sound system of religious instruction in all grades of English schools, with a view to providing the rising generation with weapons to meet the attacks of scepticism and materialism, and ingrafting in the youthful mind from the very first an inclination towards, and a realisation of, the unseen and the super-natural. He regards the prevalent 'secularism' of the day to be caused almost entirely by the neglect of proper religious instruction; and with logical consistency, if we must add, with a simple optimism which is almost touching, he looks for a remedy in a general adoption of text-books, 'giving a simple, rational, and orthodox explanation of some of the fundamental truths of religion.' These text-books are to deal with the scriptures, with Church doctrines and Christian 'evidences,' and 'with the realities of man's composite nature—

soul and body, with illustrations from the facts of psychology and hypnotism (!);—and all this in the 'elementary grade.' In the higher grades the student is to be brought acquainted with 'the most advanced works bearing upon religion and its kindred branches of knowledge.'

The orthodoxy of these text-books, it need scarcely be stated, is the orthodoxy of an up-to-date High Church Anglicanism, and if it were possible to divide mankind into High Church Anglicans on the one hand and irreligious materialists on the other, Mr. Formby's programme might perhaps come within the range of realisable reforms. Neither Mr. Formby nor the late warden of Keble, with whose episcopal benediction this volume is sent into the world, seems to be aware of the fact that the great difficulty in the way of the adoption of any general system of spiritual instruction lies, not so much in the opposition of 'infidels' or the indifference of worldly-minded people, as in the impossibility of finding any common system of doctrine which would content the various schools of persons spiritually and anti-materialistically inclined. They seem to forget that if there is any grown inclination amongst all classes to fall away from the doctrines and rites of the Christian Churches, the impetus has come almost as much from the writings of pre-eminently spiritual thinkers and teachers as from the open or disguised attacks of sceptics and materialists. That the evils against which Mr. Formby militates are very real we are far from denying; but they are scarcely likely to be lessened by the introduction into primary and secondary schools of Anglo-Catholic text-books—however rationally orthodox,—far less by setting sixth form boys such examination papers as the one quoted by Mr. Formby and approved both by himself and the Bishop of Rochester. Here is a sample question: "Discuss the reasonableness of the theory that hallucination, legend, and myths account for the miraculous element in the Gospels."

Now the majority of school-boys, we contend, who had to answer this question, would probably do so by reproducing a number of highly-orthodox notes given them by their reverend teacher in a previous lesson; and the progress would make for a spiritual frame of mind and a realisation of the truth of religion about as effectually as if the question had been of the time-honoured stamp,—"Give a list of the kings of Israel and Judah." On the other hand suppose an intelligent, open-minded youth tackling the question honestly, and perhaps, as would be extremely likely now-a-days, from a recollection—we will not say of *Literature and Dogma*—but of Sartor

Resartus; what would be the result? We are inclined to think that religious education of this sort would result in the propagation of more 'secularism' than of orthodoxy (using the words in Mr. Formby's sense). We do not say that it is not advisable to bring our boys and girls—at a proper stage—face to face with the great controversial question of the day; but that by doing so we should be helping to secure the foundations of the English Church, and to strengthen the hands of the Anglican 'priesthood' is a veritable stretch of the imagination.

The book is clearly and forcibly written, and in spite of the curious assumptions expressed or implied, is the work of a fair-minded man who believes that rational argument can only be met by rational argument.

Geometrical Drawing, Second Part, BY W. N. WILSON, M.A. Longmans, Green & Co., London, New York, and Bombay.

Geometrical Drawing is not assigned the important place which it ought to occupy in the curricula of technical studies in this Presidency, but where this subject has to be learnt in an intelligent and systematic manner, we have little hesitation in saying that we know few books better suited for the purpose than the one under review. This work being the second part of the series, pre-supposes in the student a knowledge of the elements of geometrical drawing, and in fact is an extension of the author's first work on the subject, and the same lines of treatment are followed throughout. The book is divided into twelve chapters treating of a few important preliminary Constructions, Triangles, Regular Figures of 9, 10, 11 and 12 sides, Figures inscribed in Symmetrical Figures, Proportion, Scales, Irregular Figures, Determination of Area, Surds, Sums and Differences of Squares, Circles, Areas and Fractions of Areas, the last two chapters being devoted to Geometrical Patterns and the approximate construction of the sections of a Cone and other higher Curves. The chapter dealing with Geometrical Patterns contains many neat original examples illustrating the change of curve produced by tangency. Each chapter has also a number of problems to test the knowledge of the student, and great attention has been paid to the diagrams which are drawn exactly in the form in which they are expected to be reproduced on the examination paper. Another noticeable feature of the book is the systematic grouping of the problems so that each group depends on the same general principles of construction. Isolated constructions have in general been omitted to facilitate an easy grasp of the subject. We have

much pleasure in strongly recommending the book.

Light, BY W. T. A. EMTAGE, M.A. Longmans, Green & Co., London, New York, and Bombay, 1896. 6s.

This book has been prepared to meet the requirements of the advanced stage of science subjects as laid down in the syllabus of the Directory of the Science and Art Department of London. The chief points of both geometrical and physical optics are discussed without the use of higher mathematics. Here and there in the alternative proofs of certain propositions the elementary parts of differential calculus are employed. The book possesses no specially noteworthy features. It is not up to date in certain matters. For example, while the author describes a number of photometers, he makes not even a mention of the photometer of Lummer and Brodhun. Sometimes the proofs given are not the best and the simplest. The algebraical proof of the position of minimum deviation of a ray through a prism given in the book is not so convincing as the ordinary geometrical proof which finds no place here. The book seems to have been wholly prepared to meet examination requirements and not to create in the reader habits of logical thinking. As a good and concise summary of the facts and theories of optics, the book may be recommended to teachers and students.

Domestic Science Readers, Books I, II, III and IV, BY VINCENT T. MURCHE. Macmillan & Co., Ltd., London and New York.

We have much pleasure in drawing the attention of heads of Girls' Schools to these really very excellent readers written by a practical teacher. The subject of Domestic Economy as at present taught is anything but interesting and of little practical utility, but the teacher who wishes to make his lessons useful and the teaching interesting cannot do better than adopt the course pursued in these books. The language is simple and devoid of all technical terms; the matter is so graduated as to lead the child step by step from the known to the unknown. Further, the subjects chosen are such as are familiar to every girl and about which she cannot but desire to know, and each fact is impressed by frequent repetitions and yet put in a variety of ways as not to tire the little reader. There is no attempt made at cram, but on the other hand the lessons are calculated to cultivate the senses and stimulate the observing powers of the child. The text is interspersed with pieces of poetry which are original and very well adapted to children.

Physiography for Beginners, BY A. T. SIMMONS, B.Sc.,
Macmillan & Co., Ltd., London, 1896. 2s. 6d.

The aim of physiography, especially in the elementary stage, is to serve as a non-mathematical introduction to the various branches of physical science. In accordance with this aim of elementary physiography the syllabus of the Science and Art Department has been recently revised. In the book before us the author has attempted to provide the beginner with a suitable introduction to physical science. The lessons are as experimental as possible. Besides the experiments which accompany the syllabus in the recent Science and Art Directory, many simply arranged experiments needing comparatively little apparatus are given. The author strongly urges teachers to perform the experiments before their classes and not merely content themselves by asking the students to read the descriptions of experiments. There are on the whole twenty-one chapters and at the end of each chapter is given a summary of its contents. The book is excellent and cannot be too strongly recommended to candidates who take physiography as an optional subject for the F.A. Examination.

The Child's Manual of English Grammar for the use of Primary Classes in English-teaching Schools. (The Indian Press Series). Allahabad: Indian Press, 1896. Price 5 annas.

As the title of this little book indicates, it is intended to serve as a short and easy manual of grammar in the hands of children in Indian schools who are just struggling in their attempt to master the rudiments of English Grammar. We believe the author has in great measure succeeded in making his treatment of the subject simple and lucid, and also in making his explanations and definitions as plain and as easy as possible. One excellent feature of the book is the large number of easy and well-selected exercises it contains. The book deserves a large sale on account of its good get-up and cheap price. We regret at the same time to be forced to add that there is nothing original either in the matter or in the arrangement of the book, inasmuch as the author mainly and, in our opinion, rightly follows the lines adopted by Mr. C. P. Mason in his admirable *First Notions of English Grammar*.

Elementary Solid Geometry and Mensuration, BY HENRY DALLAS THOMPSON, B.Sc., F.R.S. Macmillan & Co., Ltd., London, 1896. 6s.

In this book the author has endeavoured to present the simpler propositions of solid geometry on the basis of our ordinary concepts of space

and plane geometry. He has attempted not only to build up a logical course of reasoning, but also to be exact in the mode of expression. The proofs in the opening propositions are given with some fulness, while some of the later propositions are presented in a less formal manner. But in no case is the truth of a proposition made to rest on generalisations from material bodies. Though geometry has to deal with mathematical concepts and not directly with material lines, surfaces or solids, the author rightly lays stress on the pedagogical value of observation of the corresponding material solids made of wood or cardboard. There is also a large collection of exercises. We can heartily recommend the book to all students of solid geometry.

A Systematic Course of Geometrical Drawing, BY T. A. V. FORD, M.R.C.S., ENG. George Philip and Sons, London, 1896.

The object of this book is to furnish a suitable text-book which will give the necessary amount of manual exercise to young draughtsmen and serve as a systematic course for candidates for army and other examinations as well as for engineering students. The book does not pretend to be exhaustive. It possesses some new features. Instead of the usual plan of copying the figure of a problem the author substitutes the working of an exercise on the problem. Only in a few cases are the proofs of the problems given, but generally the results are worked out by instruments. As the recollection of a problem is largely assisted by the eye, such lines as are only used in the proofs have been omitted from the figures. The author hopes that his method of arrangement will be found advantageous.

History of India for Primary Schools in Tamil and Malayalam, BY MR. E. MARSDEN, B.A. Published by Messrs. Macmillan & Co.

It augurs well for the future of education in this country that such a respectable firm of publishers as Messrs. Macmillan and Co. should undertake to publish useful text-books for the use of our schools, edited by able and experienced Educational officers intimately acquainted with the needs of the students for whom the books are intended. We are sure that these publications will soon purge out the miserable catch-penny books that are now made to do duty for well-written Elementary text-books giving a good and clear idea of the rudiments of the subjects they deal with. Mr. Marsden's name is a sufficient guarantee for the usefulness of these booklets. (Great credit is due to the printers (S.P.C.K., Vepery) for the neat get-up of these publications.

Blackie's Descriptive Geography Manuals, No. 5. *The World except Europe and the British Empire*.

Geography is notoriously one of the worst taught subjects in our Indian schools. This is greatly due to the fact that the existing text-books on the subject are very dry, being very often nothing more than a bare catalogue of names and figures, of definitions and rules. We are sure that the study of the subject will be made more interesting by the use of such a book as the one before us. And we strongly advise all the students of our High Schools to make a study of the book. The descriptions are simple and interesting, and they are made attractive by means of wood-cuts and illustrations. With such text-books we are sure that the subject of Geography will cease to be the red rag that it now is for the students of all the High schools in this country.

Geometrical Drawing for Art Students, BY J. H. MORRIS. Longmans, Green & Co., London, New York, and Bombay, 1896. 1s. 6d.

This little manual has been prepared to meet the wants of students who require only as much Geometry as is necessary to pursue the Art Student's course. It covers more ground than is absolutely necessary for the South Kensington Examination in Geometrical Drawing. As one of the chief defects of students of drawing is the want of proper acquaintance with Solid Geometry, the chapter on this subject has been made unusually full. There are nearly six hundred figures arranged in a convenient form and the exercises form a very complete and exhaustive collection. The book contains a great deal of useful information.

Blackie's Supplementary Arithmetic, Higher Rules. 1s. *Weights and Measures*. 3d. *Decimals and the Metric system*. 2d. Blackie and Son, London.

We are sure that these books will be found very useful by students desiring to have a clear idea of the subject of Arithmetic. They are not regular treatises on the subject. But they contain such copious collections of examples and they present the portions of the subject they deal with in such a clear and concise way, that we cannot but think that they will be of great help to those who wish to have good practice in this really useful branch of knowledge.

Longmans' Domestic Economy Readers, Standard V. We have already noticed some parts of this publication. The present book maintains the

prestige of its predecessors both as regards the get-up and the contents. But we have again to express our regret that they could not with advantage be introduced into the Indian Girls' schools either directly or through the medium of translations as the domestic environments of a Hindu girl are quite different from those of her sister of the West.

Arithmetic for Promotion, Scheme B, Parts VI and VII, BY THE REV. J. B. LOCK and MR. R. F. MACDONALD. Macmillan & Co.

The earlier parts of this publication have already been noticed in these columns. The two parts before us carry the subject to the end of decimals; and we think the books may be found useful in the hands of our Primary Schoolmasters.

The Warwick History Hand-books, Part VII. Blackie and Son. 5d.

This comprises the History of England from 1603 to the present time. It is clear and brief and will be useful for students preparing for Matriculation and Upper Secondary Examinations.

Philip's Semi-upright Copy-books, Series 1 to 12.

We heartily recommend the extensive use of these copy-books in all our schools. The letters are bold and well formed and their get-up is all that can be desired.

Educational Intelligence.

MADRAS.

WE are glad to report that Dr. Miller is slowly improving.

THE Madras Government have sanctioned Rs. 2,500 for reconstructing the gymnasium shed attached to the Kumbakonam College.

THE Syndicate of the Madras University have ruled that the Registrar should not communicate the marks obtained by candidates at any of the University Examinations.

THE Salem Mahomedan Educational Association has resolved to remove the Mahomedan Jubilee School to the Association's premises. It has also opened a Reading Room.

It is reported that Mr. J. Cook, M.A., Principal, Central College, Bangalore, has been asked by His

Excellency the Governor to deliver the next Convocation Address, and that he has accepted it.

THE Government of Madras have granted a plot of ground free of cost to the Komaleeswaran Pettah Progressive Union for the construction of a building to establish in it a free Library and Reading Room.

THE distribution of prizes and certificates to the successful students of the College of Engineering at Madras took place on the 6th instant under the presidency of the Hon'ble Colonel D. McNeill Campbell, R.E.

At the request of the Resident of Mysore, Government has ordered that students from any of the Bangalore schools who may be desirous of qualifying as teachers may be admitted to the Training Schools and Colleges in Madras.

On the representation of the leading members of the Mahomedan community, the Government of Madras have sanctioned the levying of half fees in the case of Mahomedan students in all professional colleges, as obtains at present in the Art Colleges and High and Middle Schools.

MR. DREW has been appointed Professor of Philosophy in the Pachaiyappah's College, and Mr. Narayana Krishna Koduva, Demonstrator for Biology classes in the Presidency College, Madras, has been appointed Lecturer in Physiology.

THE annual distribution of prizes to the pupils of the Atkinson Day School, Bezwada, took place on the 16th ultimo in the presence of an unusually large gathering of ladies and gentlemen. In the absence of Mrs. Atkinson from India, Mr. J. N. Atkinson, the Collector of the District, read the report. The prizes were distributed by Mrs. Napier, who presided.

It is gratifying to note that in these days of Hindu revivalism some gentlemen of Madras are publishing for gratuitous distribution a Journal called the *Awakener of India* devoted to science, religion, and philosophy. It is issued under the auspices of the *Association for the Diffusion of Truth*. The first number is devoted to Agnosticism and the second and third numbers which are published together deal with Blavatskosophy or the so-called Occult teachings contained in the *Secret Doctrine* of Madame Blavatsky.

THE following revised Rules for the Government Scholarship to England have been approved:—

(1) That the scholarship be open to all Bachelors and Masters of Arts, Bachelors and Masters of Law,

Bachelors and Doctors of Medicine, and Bachelors of Civil Engineering of the University, who are under 22 years of age on the 31st day of March in the year in which the selection is made.

(2) That applications for the scholarship must reach the Registrar not later than the 15th of March.

(3) That each candidate be required to furnish along with his application proofs that he satisfies all the conditions laid down by the Government of India in their Resolution, No. 1-45-57, Home Department, dated 12th February 1886, as amended by a subsequent resolution recorded in Madras G.O. No. 589, Educational, dated 10th September 1886.

[N.B.—The conditions are—

(i) that the candidate is a native of India within the meaning of the Statute;

(ii) that he is under 22 years of age on the 31st day of March in the year in which the selection is made;

(iii) that he has the consent of his family (i.e., of his father, if alive; if deceased, of his guardian) to proceed to England;

(iv) that his conduct has been good;

(v) that he has sufficient knowledge of the English language; and

(vi) the physical capacity to undergo the course of life and study he will have to follow in England.]

(4) That the scholar shall be selected by the Vice-Chancellor on the report of the Syndicate, who will in their turn be guided by the opinion of the Professors and Examiners.

BOMBAY.

In the University School Final Examination 240 candidates passed out of 1,538. The case of six candidates is yet to be decided.

THREE married Dekkani ladies, Mrs. Kukade, Mrs. Parange and Mrs. Naorange, passed the last Matriculation Examination of the Bombay University.

MR. RUSTOM K. R. CIMA has sent to the Syndicate of the University of Bombay a proposal that the University should not enforce the keeping of terms for all examinations which require terms to be kept during the current academical year.

THE election of two Fellows by the graduates of the Bombay University took place on the 1st instant. There were four candidates. Mr. Kallandass Keshavdass Mody, Mr. Nilkant Chhatre, Mr. Pestanji Kanga and Mr. Ranade, Member. The first two were declared successful and will be duly recommended to Government for nomination.

At a meeting of the Syndicate of the Bombay University held on the 19th ultimo, it was resolved that the current terms should not be compulsory on students in Arts, Medicine and Law in Colleges in plague-stricken districts. It was further resolved that the Convocation for this year should be postponed to a later date than the usual third Tuesday in February.

THE prize distribution of the Ratnagiri School of Industry took place on the 23rd ultimo under the presidency of W. W. Drew, Esq., I.C.S., District Collector of Ratnagiri. There was a large gathering of ladies and gentlemen. The Headmaster in his report pointed out the deplorable fact that no Mahomedan boy during the last three years successfully competed for the one scholarship of Rs. 5 per month which has been specially reserved for the Mahomedan candidates alone by a resolution of the Government. It is gratifying to find that the school realised Rs. 5,643 by the sale of the furniture made by the students.

In the examination for the Degree of LL.B. (Old Rules), 26 candidates passed out of 69 who went up. The Arnold Scholarship has been awarded to Waman Baburao Padgaokar, amounting to Rs. 17 a month, tenable for one year, for getting the highest number of marks in the paper on Succession and Family Rights.

Out of 136 candidates for the Degree of LL.B. (New Rules), 51 passed, viz., two in the first class and the rest in the pass class. Ardeshir Shavakshah Davar gets the Judge Spencer Prize consisting of books of the value of Rs. 153, and the Munchejee Nowrojee Banajee Scholarship of Rs. 160, tenable for one year, for the highest marks among the Parsee candidates in the paper in Equity.

THE annual prize-giving at the Rutlam College took place on Tuesday, the 5th instant, His Highness Sujjun Singhji Sahab Bahadur, Rajah of Rutlam, presiding. Mr. D. F. Vakil, Superintendent of Education, Rutlam State, in opening the proceedings, said there were during the year under report on an average 360 boys on the rolls of the college, as against 334 in the preceding year, the average daily attendance being 250. Five Kunwars of Tributary Thakores also attended the college, and were reported by their teachers to be regular in attendance and to be taking some interest in their studies. Two boys from this institution were successful in passing the last Matriculation examination, one of them being placed in the second division. The aggregate cost of maintaining the teaching staff of the whole Educational Department for the last year was Rs. 8,187.

In his report as Director of Public Instruction for 1895-96 of the Educational progress of the Bombay Presidency, Mr. Chatfield makes the following

remarks concerning the early mortality of the educated natives and the intellectual activity of the present generation:—

"I do not believe that the best of men of the present generation are in the least degree inferior to the best of their predecessors at the same stage of life. I sometimes hear the contrary; but it is human nature to praise the past, and men are apt to forget that 20 or 30 years of experience in the world raise their standard of criticism and that they are sure unconsciously to favour themselves and their contemporaries. With regard to the cry of over-pressure, I suppose that the idea is that the educated husband has a smaller expectation of life than the uneducated wife. It would be difficult to collect materials for a judgment and it would require a trained actuary to deal with them. But it is an old belief that the best die young; and my experience at school and college in England leads me to believe that the most brilliant scholars are constitutionally weak, that the physically strong man seldom obtains more than moderate success in the schools, and that no student ever died of over-work who did not violate some rule of hygiene or common sense."

THE following is a list of proposals put before the Senate at its special meeting on the 15th instant:—

I.—To consider the subject of suspending, on account of the bubonic plague, the operation of Bye-law 89 (page 40 of the Bombay University Calendar for 1896-97) relating to college attendance. It is hereby notified that the Honorable Mr. Justice M. G. Ranade, M.A., LL.B., C.J.E., has given due notice of his intention to propose, as recommended by the Syndicate, "That for Arts and Science Colleges in Bombay or Kurrachee or any other town that may in the judgment of the Syndicate be affected with the bubonic plague, and for the Grant Medical College and the Government Law School in Bombay, the operation of Bye-law 89 be suspended as regards the number of days' attendance to be required during the first term of 1896-97, and that such attendance be at the discretion of the authorities of the institution to which each student belongs."

II.—To consider the subject of suspending, on account of the bubonic plague, the operation of the first part of Bye-law 36 (page 25 of the Calendar) relating to the Annual Convocation for conferring Degrees. It is hereby notified that the Honorable Mr. Justice A. Strachey has given due notice of his intention to propose, as recommended by the Syndicate, "That the operation of the first part of Bye-law 36, which requires that a Convocation for conferring Degrees shall be held on the third Tuesday in February, be suspended during this year."

III.—To consider the subject of suspending, on account of the bubonic plague, the operation of Regulation 2 of the Regulations relating to the Wilson Philological Lectureship (page 317 of the Calendar for 1896-97). It is hereby notified that the Honorable Mr. Justice A. Strachey has given due

notice of his intention to propose, as recommended by the Syndicate, "That the operation of Regulation 2 of the Regulations relating to the Wilson Philological Lectureship be suspended during the first term of 1896-97."

IV.—To consider the subject of revising Bye-law 8 (page 22 of the Bombay University Calendar for 1896-97). It is hereby notified that Mr. Rastamji Mervanji Patel, M.A., LL.B., has given due notice of his intention to propose, as recommended by the Syndicate, "That in line 1 of Bye-law 8, page 22 of the Calendar, the word 'by death, resignation, or' be inserted after the word 'vacated,' and that in line 2 of the same Bye-law the word 'City' be left out and the word 'Presidency' inserted in its place."

V.—To consider the subject of revising Bye-law 15 (page 23 of the Calendar for 1896-97). It is hereby notified that Mr. Rastamji Mervanji Patel, M.A., LL.B., has given due notice of his intention to propose, as recommended by the Syndicate, "That in line 1 of Regulation 15, page 23 of the Calendar, the words 'by death, resignation, or' be inserted after the word 'vacated.'"

VI.—To consider the subject of revising the various cross-references in the University Calendar in conformity with some of the recent changes made in the Regulations. It is hereby notified that Mr. H. I. B. Hargrave, M.A., C.E., has given due notice of his intention to propose, as recommended by the Syndicate, i. "That in line 2 of N.B. to Regulation 9, page 42 of the Calendar, the word 'Languages' be left out, and the words 'the Second Language' inserted in its place, and that in line 3 of the same N.B., the following words be left out:—'Provided he has kept eight terms at a College or Institution recognised in Arts.' ii. "That in line 3 of N.B. (2) to Regulation 4 (c) in Medicine, page 69 of the Calendar, the words 'First Examination for the Degree of B.Sc.' be left out, and the words 'Intermediate Examination for the Degree of B.Sc.' inserted in their place; that in line 1 of the N.B. to Regulation 4 in Civil Engineering, page 74, in line 1 of the Regulation 37, page 87, and in line 1 of Regulation 45, page 92, the words 'First B.Sc.' be left out, and the words 'Intermediate Examination for the Degree of B.Sc.' inserted in their place." iii. "That in line 2 of Regulation 37, page 87, and in lines 1 and 4 of Regulation 45, page 92 of the Calendar, the words '2nd B.A.' and '2nd B.Sc.' be left out, and the letters 'B.A.' and 'B.Sc.' respectively inserted in their place." iv. "That in line 2 of Regulation 37, page 87 of the Calendar, 'E (2)' be left out and '(d)' inserted in its place." v. "That in line 2 of Regulation 45, page 92 of the Calendar, 'E (2)' be left out and '(d)' inserted in its place." vi. "That the present N.B. to Regulation 27, page 83 of the Calendar be left out, and the following inserted in its place:—(Candidates who have passed the Intermediate Examination for the Degree of B.Sc. will be allowed to appear for the First Examination in Civil Engineering after attending for one term only (viz., the second term of the year) at a college recognised in Civil Engineering, and

they will be required (at their option) to satisfy the Examiners in subjects I and III only. A similar concession as to terms will be allowed to candidates who have passed the B.A. Examination in group c or d, and those who have passed in group c will be required (at their option) to satisfy the Examiners in subjects II and III only. Those who have passed in group d in subjects I and III only."

VII.—To consider an offer of Rs. 8,899-9-9 from the Honorary Secretaries, Sir Charles Sargent Memorial Fund, for creating the nucleus of a University Endowment Fund in the name of Sir Charles Sargent. It is hereby notified that Mr. Rastamji Mervanji Patel, M.A., LL.B., has given due notice of his intention to propose, as recommended by the Syndicate, that the offer be accepted with the best thanks of the Senate.

VIII.—To consider an application from Camaji Navroji Cama, for permission to appear at the M.A. and B.A. Examinations of 1897 simultaneously. It is hereby notified that Mr. J. T. Hathornthwaite, M.A., has given due notice of his intention to propose, as recommended by the Syndicate, that Mr. Camaji Navroji Cama be allowed to appear at the M.A. and B.A. Examinations of 1897 simultaneously.

IX.—To consider an application from Mr. R. P. Karkaria, B.A., for the recognition of a new College which he proposes to open for the purposes of the Previous and Intermediate Examinations. It is hereby notified that Mr. J. T. Hathornthwaite, M.A., has given due notice of his intention to propose, as recommended by the Syndicate, that the College be recognised in the Faculty of Arts for the purposes of the Previous Examination for a period of three years.

X.—To consider the subject of the withdrawal of the Gilchrist Scholarships by the Trustees. It is hereby notified that Mr. J. T. Hathornthwaite, M.A., has given due notice of his intention to propose, as recommended by the Syndicate, that the Senate express their regret at the proposed withdrawal of the Gilchrist Scholarships from India, and the Trustees be requested to reconsider their decision.

BENGAL.

The Senate of the University of Calcutta has resolved to confer the Degree of Doctor of Laws on Sir Alfred Croft.

The first public Mahomedan Girls' School established in Calcutta was opened last month by Lady Mackenzie. Mr. Shujat Ali, the Secretary, read an address to her Ladyship.

The Syndicate of the University of Calcutta has given permission to Prashuram Nanuram Joshi, a blind student, to appear at the ensuing B.A. Examination, and avail himself of the services of an amanuensis for writing down his answers.

NORTH-WEST PROVINCES.

INCREASE of fees seems to have told heavily on the numerical strength of the Government and Aided Colleges of the North-West Provinces. We find from the Director's annual report that the number of students fell from 1638 in 1894 to 1506 in 1895.

It is reported that the Muir Central College is likely to be devoted wholly to the study of Science, while Benares College will give itself wholly to the study of Sanskrit. Specialisation of study for the promotion of scholarship seems to be the guiding principle in the reorganisation of the State Colleges in the North-West Provinces.

In the last examination for the Degree of Bachelor of Laws in the University of Allahabad, the Agra College passed eleven candidates, Muir Central College, Allahabad, ten; the Canning College at Lucknow, eight; the M.A.O. College, Aligarh, five; St. John's College, Agra, four; the Government College, Jubbulpore, three; and Queen's College, Benares, one. The Canning College heads the list, while the Agra College has the next four places.

RAJPUTANA.

The annual prize distribution at the Rajkumar College took place on the 18th December 1896. Colonel Hunter, the Political Agent, presided. There was a large gathering of native Chiefs, ladies and gentlemen. A long address was delivered by Mr. C. W. Waddington, the Principal.

A MOVEMENT has been set on foot by the Chiefs of Kathiawar, headed by H.H. the Thakore Saheb of Bhownagar, to commemorate Mr. Macnaghten, the late Principal of the Rajkumar College, by a suitable memorial. About Rs. 23,000 have already been subscribed, and it has been decided to erect a marble statue of Mr. Macnaghten within the College precincts and also to place his portrait in the College. It has also been decided that a copy of the portrait should be presented to Mrs. Macnaghten. Messrs. Roscoe Mullins and Trevor Haddon have been respectively commissioned to carve the statue and paint the portrait.

FOREIGN.

An International Congress of Experimental and Therapeutic Hypnotism is to be held in Paris in 1897.

A school of science has been founded at Madrid, supported by the state. It comprises twenty-seven professorships.

One of the honours of the new year is the elevation of Sir Joseph Lister to the peerage in recognition of his life-long work in science.

EIGHTY-SEVEN candidates have passed the last M.A. Degree Examination of the Calcutta University. Of these 33 passed in English, 2 in Latin, 5 in Sanskrit, 1 in Persian, 15 in Mental and Moral Philosophy, 5 in Mathematics (Group B), 6 in Chemistry, 13 in Physics (Group C).

The twentieth annual prize exhibition meeting of the Sylhet Union which is labouring to promote female education in the Sylhet Province, took place recently. Sir John Woodburn, K.C.S.I., who presided, remarked that as a son and a husband, he remembered that he had a cultivated mother and a cultivated wife, and that each one of his hearers also must benefit largely by having a cultured mother and a cultured wife.

The Syndicate have ordered that in the case of students who have previously appeared at the F.A. or the B.A. Examination, a certificate of having attended, in one of the Government Colleges for the training of teachers, a regular course of instruction for second grade teachership certificates for a period of six months in the session preceding the examination at which they intend to appear, will be accepted, instead of six months' attendance at lectures in an affiliated institution.

The following rules for regulating withdrawal of recognition from schools which year after year show unsatisfactory results at the Entrance Examination have been passed by the Syndicate:—

1. In each year, immediately after the results of the Entrance Examination have been published, the Registrar shall prepare a list of the schools which, on the average of the three preceding examinations (including that just ended), have failed to pass 20 per cent. of the candidates sent up for examination.

2. Such schools shall be warned before the end of July, that if they continue in future years to show unsatisfactory results, the names of such schools will be struck off the list of recognised schools.

3. In the year following such warning if it is found, after the results of the Entrance Examination have been declared, that any of the warned schools has again passed less than 20 per cent. of the candidates sent up, the privilege of sending up candidates for the Entrance Examination shall be liable to be withdrawn from it. In this case notice of withdrawal of the privilege shall be issued by the Registrar not later than the 15th July in each year.

4. If on the results of the fourth year so considered the percentage of passes in any such warned school exceeds 20 per cent., no action shall be taken.

5. Any case not provided for in these rules shall be specially considered and decided on by the Syndicate.

THE widow of Baron Maurice Hirsch, of Vienna, has resolved to present two millions of francs to the Pasteur Institute as a memorial to her husband.

SIR GEORGE NEWNES has intimated to the Putney Free Library Commissioners that he will make the gift of a new building to the parish to supersede the present inadequate library.

PROFESSOR J. C. BOSE, D.S.C., of the Presidency College of Calcutta, delivered on the 29th ultimo a discourse on the polarization of the electric ray before the Royal Institution of London.

A STATUE of Charles Darwin, presented by Professor Poulton, is to be erected in the Court of Oxford University Museum, which is also to be adorned by a bust of Sir Henry Acland.

A WING for scientific purposes is to be added to the buildings of Aberdeen University at a cost of about £10,000, which will be defrayed by the city in return for the land given by the University Court.

THE eleventh German Geographical Congress will be held at Jena on April 21st, 22nd, and 23rd. One of the subjects to be discussed is the teaching of Geography in schools.

MR. BALFOUR introduced in the House of Commons on the 2nd instant the School Bill which exempts voluntary schools from the rates and grants State aid of five shillings per child annually.

PROFESSOR J. C. BOSE, M.A., D.S.C., of the Presidency College of Calcutta, who is now staying in England, read on the 11th instant before the Indian Section of the Society of Arts a paper on the progress of Science Teaching in India.

ANOTHER instance of the interest which the German Government takes in the advancement of science is afforded by the fact that an item in the Prussian Budget is a vote of 50,000 marks to the Ministry of Public Instruction for investigation with the Röntgen rays.

DR. BÜHLER, the well-known Oriental Scholar, has arranged to bring out with the co-operation of various scholars an encyclopædia which will give a complete survey of the vast field of Indian languages, religion, history and art, each dealt with in a connected form. The period covered is from 350 B.C. to 1300 A.D.

AN address of congratulation, signed by a number of eminent men of science and by leaders in other branches of learning, has been presented to Mr. Herbert Spencer in recognition of the successful completion of his "System of Synthetic Philosophy." Mr. Spencer has granted permission to the signatories to take his portrait for placing in one of the national collections. Mr. Herkomer, R.A., has undertaken to paint the portrait.

THE late M. Alfred Noble, of Stockholm, the inventor of dynamite, has bequeathed property worth nearly two millions sterling as a fund for scientific research. The yearly interest from the fund is to be divided into five equal parts and given away as prizes for (1) the most important discovery in physics, (2) the most important chemical discovery or improvement, (3) the chief discovery in physiology or medicine, (4) the most distinguished literary contribution in the same field, and (5) the best service done to promote the cause of peace.

Educational Notes.

THE quadringentenary of Vasco de Gama's discovery of the sea route to India, which was to have been celebrated at Lisbon in 1897, has been postponed till May 1898, that being the month in which the explorer reached Calcutta 400 years before.

IN distributing the prizes at a school in the City Road, London, Sir John Lubbock told a couple of very amusing stories. He said he was cognisant of only a single instance in which any one derived any benefit from being badly grounded in arithmetic. It was the case of an old lady who secured a ticket numbered twenty-four in a lottery, because she had thrice dreamt that seven would be a lucky number, and calculated that three sevens made twenty-four. Strangely this ticket won a big prize. The other story was about one of his own nieces who described air as consisting of "Oxygen and Cambridge."

LORD ACTON, the Regius Professor of Modern History at Cambridge, has undertaken to edit for the Syndics of the Cambridge University Press a comprehensive history of modern times. This will consist of twelve volumes of about seven hundred pages each, beginning with the Renaissance. Each subject is assigned to a competent specialist. Among those who have undertaken to share in the work are Mr. James Bryce, Bishop Creighton, Professor Flint, Mr. S. R. Gardiner, Mr. Lecky, Dr. Garnett, Mr. Frederick Harrison, Mr. R. H. Hutton, Dr. Fairbairn, Professor Jebb, Mr. John Morley, Sir F. Pollock, Professor York-Powell, Sir D. Mackenzie Wallace, and Lord Wolseley.

AT the last prize distribution at Norwich Grammar School, Bishop Sheepshanks made the following

remarks about undue value attached sometimes to prize giving:—

"Prizes were very nice to look at as mementos of past successes, but it was a finer thing to do their duty irrespective of prizes. He wished them to bear in mind that it was simply a matter of duty to God and to their parents to do their duty, whether they got prizes or not. They must remember the real object of education. It was not merely to enable a boy to grind out Greek and Latin verses, or write good prose. The men who had proved most useful and distinguished in the world were not necessarily those who distinguished themselves most at school or college. It was those who were characterized by moral endeavour and moral improvement; so that the real object of education was to improve the moral character of the boys."

IN opening a bazaar at Edinburgh in aid of the Edinburgh University Sports Field Fund, Mr. A. J. Balfour said that he was there to plead, not for a University luxury, but for a University necessity. He did not agree with the view of some that athletics were a kind of parasitic growth upon modern educational institutions. If necessary, he could demonstrate that there were many subjects of academic study of great repute and historic standing which could not claim to be equal in educational efficiency to some of the athletic sports now so ardently pursued. Patience, sobriety, courage, temper, discipline, and subordination, all these were virtues necessary for the highest excellence either at cricket or foot-ball. He did not know that those virtues were produced by some subjects of study which he could mention, and he did not know that any greater good could be done to a place where young men congregated than to give them every opportunity of pursuing those wholesome and noble exercises to the best possible advantage.

MISS A. BLUM has delivered a lecture at Berlin on the harm done to education by the absence of feminine influence in national schools. The rudeness of modern children, said the lecturer, may be traced to the incapacity of the mothers for educating them, and to the very small portion of influence allowed to schoolmistresses in the public schools. The Minister of Public Instruction had in 1895 expressly considered the necessity of strengthening feminine influence in the higher girls' school. This is much more necessary in the people's schools, where girls generally have to shift for themselves directly they leave school for good. What women need in life they must chiefly learn from women. But the number of schoolmistresses (female teachers) in Prussia shows how little this is considered. Out of 68,000 teachers in Prussia, only 9,000 are women. More than half of the school girls grow up without the least feminine influence at school. And where female teachers are more numerous they are not allowed influence in the higher girls' classes, where the older girls require such influence the most. Women are excluded from

school committees, from factory inspection, from prison inspection, &c., and almost always from poor-house and orphan asylum government, where their influence would be of so much good, and this in spite of the great success of the Elberfeld system, where the assistance of women is largely encouraged. The meeting unanimously agreed with the lecturer's opinion, and it was resolved that the members of the New National School Society, where the lecture took place, should use all their influence to gain admittance for women into schools committees and orphan asylum councils, &c.

IN dismissing a complaint made against the Principal of a school in Brooklyn for inflicting corporal punishment on a pupil, Justice Harman laid down this rule:—

"Discipline and good order must be observed in our public schools, or they are worse than useless. If one boy may persist in throwing spit-balls or doing any other prohibited thing which is subversive of good order, all the other boys in the class may do so, and in such a case neither good order nor efficient study would or could be maintained. This statement is too clear and apparent to need argument. Had the mischievous boy been sent to his class a second time without punishment of some kind, the Principal might as well have dismissed his class and closed his school, for any person who knows the nature of mischievous boys knows that chaos would have reigned in that school. The rules of the Board of Education give the Principals power to inflict reasonable corporal punishment in certain cases, and add: 'Of the necessity for which they shall in every case be the judge.'"

The Judge concluded by quoting and indorsing the following decision in *Lander v. Seaver*:—

"A schoolmaster has the right to inflict reasonable corporal punishment. In determining what is reasonable punishment, various considerations must be regarded—the nature of the offence, the apparent motive and disposition of the offender, the influence of his example and conduct upon others, and the sex, age, size, and strength of the pupil to be punished. Much difference prevails among reasonable persons concerning this; and on account of this difference of opinion and the difficulty which exists in determining what is reasonable punishment, and the advantages which the master has by being on the spot to know the circumstances, the manner, look, tone, disposition, and language of the offender, which are not always easily described, and thus to form a correct opinion as to the necessity and extent of the punishment, considerable allowance should be made to the teacher by way of protecting him in the exercise of his discretion, especially should he have this indulgence when he appears to have acted from good motives and not from anger or malice: hence, the teacher is not to be held liable on the ground of the excess of punishment unless the punishment is clearly excessive and would be held so in the general

judgment of reasonable men. If there be any reasonable doubt whether the punishment was excessive, the master should have the benefit of the doubt."

The report of the Committee appointed by the French Chamber to review the Budget of Public Instruction contains much matter for thought. The amount annually voted for education has advanced by leaps and bounds; in 1876 the Budget was 62,475,415 francs, but that for 1897 amounts to no less than 197,607,183 francs (nearly 8,000,000*l.*). Even this latter sum has been augmented in Committee. This increased outlay has been caused mainly by the eagerness of the State to cut out the instruction given by the congregations, with the result, as confessed in the report, of deluging the country with schools, and of overstocking the market for tuition. In 1889 it was resolved to vote gradually an extra 560,000*l.* for improving the position of teachers, and now the complaint is that there are more instructors, proportionately, than pupils. The report deals with the three grades of education—Higher, Secondary, and Primary. *Higher Education.*—The public universities are seldom self-supporting, and the Government is obliged to give a grant of 6,299,560 francs to subsidise the various Faculties. The curious complaint is now made that, owing to the multiplication of scholarships (*bourses*), the number of graduates has grown quite beyond bounds, so that for every vacant post in tuition there are a score of candidates. All branches of teaching are overcrowded, and the report recommends either to reduce the facilities for free education, by abolishing many scholarships, or to make the requirements for degrees harder. *Secondary Education.*—The Government grants 20,074,796 francs annually to the *lycées*, communal colleges, and in scholarships. Here it comes into collision with the education of the congregations, and it has the greatest difficulty in holding its own. The high schools managed by the teaching orders, and the "little seminaries" taught by priests, train 46 per cent. of the French youth, although the Government holds out the allurements of 4,951 scholarships. The free secondary schools of the State have almost died out, and the competition of the future is between the Government *lycées* and the high schools of the congregations. The cost in the secular establishments has been considerably reduced, while the standard of tuition is higher; yet the State does not gain ground. The educational receipts are every year diminishing—only one *lycée* in the whole of France pays its own way without subsidy. The cry is: Too many schools, too many classes, too many teachers. *Primary Education* costs the State 127,290,833 francs yearly, besides the bills for buildings and other extras. The report does not touch on the statistics of the competition between the Government secular schools and those conducted by the Christian Brothers; indeed, it has not been able yet to purge its own schools from the necessary help of Sisters. Four years ago it was stated that 11,039 schools

belonging to the Government were conducted or assisted by the religious teaching orders, and it was resolved gradually to eliminate this extraneous assistance. But it was found impossible to make any sweeping change. Four years' work has resulted only in substituting lay teaching in less than one-fourth of the schools—in 2,484. The teaching of the infants and of the more elementary classes is still largely given by the Sisters.

The account of Dr. Nansen's recent polar-expedition which attained scientific results of such first-rate importance, is embodied in his book entitled "*Farthest North*," being the Narrative of the Voyage and Exploration of the *Fram*, 1893—96, and the Fifteen Months' Sledge Expedition by Dr. Nansen and Lieut. Johansen, with an Appendix by Otto Sverdrup. The Colonial Edition of this work will be published in two volumes by Messrs. Macmillan & Co. in their Colonial Library Series, and will appear in February, simultaneously with the English Edition.

ACKNOWLEDGMENTS.

We beg to acknowledge with thanks the receipt of the following remittances on account of the **EDUCATIONAL REVIEW**, during January & February 1897.

	RS.	A.	P.
G. Richter, Esq., Stuttgart, for 1897	5	0	0
H. D. Sing Bhargava, Esq., Jeypur, for 1896	5	0	0
C. R. Swami Iyengar, Esq., Raichore, for 1897 (reduced)	3	0	0
G. Krishna Prabhu, Esq., Saidapet, for 1896	5	0	0
The Headmaster, Municipal High School, Bellary, for 1896	5	0	0
The Headmaster, F. C. M. School, Nellore, for 1895 and 1896	10	0	0
Hari Ganesh Kalwakar, Esq., Belgaum, for 1897	5	0	0
D. Subbaya, Esq., Chamrajapuram, for 1897	5	0	0
C. Hanumantha, Esq., Bezwada, for 1895 and 1896	10	0	0
The Lady Superintendent, Empress High School, Jagatpuri, for 1895 and 1896	10	0	0
James Smith, Esq., Belgaum, for 1897	5	0	0
The Principal, St. Joseph's College, Darjaling, for 1895 and 1896	10	0	0
The Principal, Victoria College, Cooch Behar, for 1896	5	0	0
The Honorary Secretary, Literary Union, Mysore, for 1897	5	0	0
The Headmaster, Narive High School, Trevandrum, for 1896	5	0	0
A. Crosthwaite, Esq., Cawnpur, for 1895 and 1896	10	0	0
J. G. Tait, Esq., Bangalore, for 1897	5	0	0
The Secretary, Reading Room, Yellamanchili, for 1895 and 1896	10	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, &c., should be forwarded to the Publishers, EDUCATIONAL REVIEW Office, No. 4, Mount Road, Madras.

The Educational Review.

We heartily congratulate the Madras University Union on the commencement of the third year of its existence. After two years' existence the number of its members remains at the comparatively low figure of about one hundred and fifty. Still it is something that a Society which was started amid gloomy forebodings, and in a city where the advantages of a corporate University life are so little understood and appreciated; it is something that such a Society should still be flourishing. The Hon'ble Dr. Duncan, who

presided at the second Anniversary, did much to encourage the members by the expression of his sympathy. They had brought together, he said, the students of the different colleges, and the Union had thereby helped to sharpen the wits and to elevate the moral tone of the students. Owing to lack of funds the Union so far has not been able to procure a local habitation of its own. This is an all-important need and when once a building is procured, the Union will be able to make rapid progress on lines similar to those which characterise corresponding institutions at Oxford and Cambridge. We trust that a few benevolent and public-spirited men will be found to aid the Union in accomplishing its great aim. Dr. Duncan did more than merely express sympathy when he promised to give the Union a small grant for the purchase of books in the event of a Library being started in connection with the institution. Considering the large number of students attending the Madras Colleges it should not, we think, be very difficult to augment the number of members, and so materially enlarge the Union's sphere of usefulness.

But we are specially grateful to the Madras University Union for affording the Hon'ble Dr. Duncan the opportunity to make an important statement on the much discussed question of the constitution of the University. This is a question which has been well ventilated of late in the press, and we are therefore surprised that more publicity has not been given to the statement just made by Dr. Duncan. He confessed that a large number of the affiliated colleges led a life of their own and were only distantly connected with each other and the University. He trusted that the deliberations of the Senate would be to bring together the different colleges. Now that the leading member of the Syndicate has openly proclaimed his sympathy with the cry for closer union between the colleges and the University, there can be little doubt, we think, that we shall see in the near future something like an approximation to the federation of the affiliated colleges.

Since writing the above we note with pleasure that Dr. Duncan himself has undertaken to bring forward a proposal with regard to the affiliated colleges. At the meeting of the Senate to be held on the 19th instant, Dr. Duncan will propose that a representative committee of the Senate be appointed to deal fully with the question of the relation of the affiliated colleges to the University and submit a report to the Senate.

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At the forthcoming meeting of the Madras Senate a Resolution will be brought forward by Dr. Duncan, acting as proxy for Mr. J. H. Stone, in whose name the proposal stands. It runs as follows:—"That it is desirable that students who rejoin a college after failing in an exam-

ination in Arts should be made amenable to college discipline, and that therefore certificates of attendance should be required from them under similar rules to those which regulate the grant of certificates to candidates going up for the first time." This is a sequel to Mr. Vythianatha Iyer's resolution that failed B.A.'s should no longer be compelled to attend college with a view to appearing for re-examination. The resolution should be thoroughly discussed for there is more in it than appears on the surface. There can be little doubt that if carried, as it stands, it will have the effect of seriously diminishing the number of those students who would voluntarily continue their attendance at college. From the wording of the resolution it would appear that a student, once he has rejoined his college, will be compelled to attend the whole of the twelve months and will not be re-examined till he has produced a certificate of attendance for the year. This will deter many a man from rejoining his college inasmuch as he may not be able to guarantee his attendance for the whole year at all the various lectures on his subject. It may be that he needs further instruction in some one subject only, but according to the resolution he will be compelled to attend all the lectures in order to gain the necessary certificate. We should have thought that the college authorities could have maintained the necessary discipline without resorting to such an arbitrary measure. This attempt to maintain discipline by holding a threat over those who, with the object of passing their examination, have, of their own accord, rejoined college, seems to us a reflection on the character of our collegiate discipline, and of those whose duty it is to maintain that discipline.

There is a movement in Bengal to associate Educational Institutions with the Indian Famine Relief Fund. Dr. Martin, the Officiating Director of Public Instruction, Bengal, in a letter addressed to the press, says that he recently, when in Cuttack, spoke to the Principal of the Ravenshaw College with a view to obtaining small subscriptions for the famine from colleges and schools. The Principal took up the idea and started a subscription limited to two annas a head from the college students and one anna a head from the school students with the result that about 90 per cent. of the school-boys contributed while the response from the college students was practically unanimous. We trust that Dr. Martin's idea of an educational offering will be taken up throughout the country. If the response is in any way commensurate with that of the Ravenshaw School and College, a really large sum will be placed at the disposal of the Indian Famine Relief Fund as an "educational offering".

With the same laudable object in view, Sir Roper Lethbridge, K.C.I.E., addressed the Members of the Calcutta University Institute on "Some Imperial Aspects of the Indian Famine." He illustrated by a personal anecdote the way in which educational institutions might do something for the Famine Fund. It seems that at the time of the great distress in Lancashire consequent on the American Civil War, he and a fellow undergraduate, Sir Alfred Croft, Director of Public Instruction, Bengal, got up a concert in the Hall of Exeter College, Oxford. Both Sir Alfred and Sir Roper sang their "loudest" and their "best," and they had "the pleasure of sending a nice little sum of over £92 to the aid of the starving Lancashire operatives." Suitable entertainments might

well be given by college students throughout India, and we trust that the authorities will at least suggest to their pupils and students the desirability of giving effect to the benevolent ideas put forward by Dr. Martin and Sir Roper Lethbridge.

It is but natural that Mr. Bose, in his recent paper on "The Progress of Science Teaching in India" before the Society of Arts should have enlarged on the advantages of developing the teaching of physics in India. We have often advocated that a more practical training should be given to education. So far the literary side of education has been developed almost exclusively. However necessary it may be that a certain number should receive a purely literary education, it is certain that the material resources and the latent wealth of this country will never be developed except by the application of science. As the *Spectator* shows, there is "no reason whatever why the Asiatic mind, turning from its absorption in insoluble problems, or problems soluble only by revelation, should not betake itself ardently, thirstily, hungrily, to research into nature which can never end, yet is always yielding results, often evil as well as good, upon which yet deeper inquiries can be based." While hoping that Professor Bose will get the great scientific laboratory he desires, we trust that the study of Chemistry will be encouraged as much as possible, for it is this subject which must take the leading part in the development of the industrial resources of this country.

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Mr. Lee-Warner, late Resident of Mysore, and now of the India Office, London, continues to show a keen interest in all mat-

ters Indian. He has appeared before the British public with a view to awakening interest in the people of this country and to enlightening public opinion on questions relating to the Government of India. He recently delivered a lecture on "India during the Queen's Reign" in which he treated at length the influences exercised by British administration in India during the last sixty years. These educative influences are the abolition of slavery, the British system of law viewed from the point of its offering justice and defence to all persons, irrespective of caste or position, and the spirit of benevolence and humanity which is found in the English administration. Mr. Lee-Warner purposely omitted the influence of education which, as he expressly stated, has done so much for India; yet the *Pioneer* in an article on Mr. Lee-Warner's lecture slightly refers to what higher education has effected and would leave it to be inferred that Mr. Lee-Warner holds a similar estimate of its benefits. We do not hold a brief for the cause of higher education in India, but with all its defects, we see no real reason for its perpetual disparagement conveyed in the offensive terms in which it pleases the *Pioneer* and a certain section of society to indulge. Certainly Mr. Lee-Warner, who served on the Education Commission, and who has acted in the capacities of Professor of History and Political Economy and Director of Public Instruction, would be the last person in the world to underestimate the benefits which have accrued to India from education and more particularly higher education.

Mrs. Brander, Lady Inspector of Schools, Madras, now on furlough, has been interviewed in London, and the account of the interview appears in the February number

of the *London Journal of Education*. Her interviewer thought much was strange which to us with our knowledge of Indian Society appears as a matter of course, such as for instance that India should have preceded England in appointing Women Inspectors. We are glad to see that Mrs. Brander is strongly in favour of employing the vernaculars as a medium of education. She attributes the shallowness of men's education in India "just because it is in a foreign language." Mrs. Brander, of course, would readily admit that higher education in the vernacular is next to impossible. Moreover, it has been decided, once for all, that English shall be the medium of instruction at least in the higher stages of education. No doubt much of the shallowness of education in India is to be attributed to the cause assigned by Mrs. Brander. All the more reason, therefore, that the Universities should take steps to raise the standard of English, and to enable students to specialise in a sense at present unknown in India. If this were done, we should hear less and less of "the shallowness of men's education in India."

We have received the first number of *The Indian Stage* conducted by the Suguna Vilasa Sabha, Madras. We sincerely hope the venture will be a success, though we have our doubts whether a periodical devoted entirely to the Indian Stage will find a sufficiently large number of supporters. Of the desirability of some such periodical as *The Indian Stage* there can be little doubt. There is scarcely an important town in India which has not its dramatic society, while occasional dramatic performances by college students are becoming increasingly common. A journal such as *The Indian Stage* may, if conducted with ability and care, be of much service both to amateur and professional

actors. We strongly believe in the educative influence of the drama, and we therefore give a hearty welcome to a periodical devoted to the best interests of the Indian Stage.

The Lord President has appointed a Committee to inquire into the working of the Pupil Teacher system in England and Wales, and the supply of teachers as affected by that system, and to report whether any, and if so what, alteration is required in the existing regulations of the Department as regards pupil teachers. While many of the leading countries of Europe have long discarded the pupil teacher system, England has persistently adhered to that system for some fifty years. The cause still finds many champions, though an increasing number of opponents. As it is, the system has been so considerably improved upon that its worst features have been considerably modified, if not entirely removed. We can remember the time when a boy or a girl of thirteen was often entrusted with a class of from thirty to fifty children during the whole of the school hours, received some two hours' instruction from the head-teacher out of school hours, and spent the remainder of the day in preparation for countless departmental examinations. What with the school examination and his own examinations, the life of a pupil-teacher could scarcely have been worth living. And that is the opinion of Mr. Zangwell, now a leading novelist, but once a victim of this tread-mill tyranny. But things have changed for the better. The period of apprenticeship has been shortened, the age for entering it raised, the pupil-teacher put to only half-time teaching, and in populous districts has the great advantage of being taught by specialists at the pupil-teachers' centres. Still with all these improvements, the anomaly remains of boys and girls teaching boys and girls removed by only a few years from their own age. The double strain of teaching and preparing for their own annual examinations is still sufficiently heavy. The Committee chosen by the President is a fairly representative one, though we miss the name of Sir Joshua Fitch than whom no one is better entitled to speak on this important question.

The member at least is included who knows nothing at first-hand of the system to be investigated; and although by representatives of Pupil-teachers' centres are nominated, there is no one to represent the large number of pupil-teachers to be found in rural districts, who work under very different conditions from their fellows in towns. However, doubtless some good will result from the labours of the Committee, though it is too much to expect the total abolition of a system elsewhere almost universally condemned.

Dr. Creighton in his first public utterance as Bishop of London made a remarkable statement. He said that "the average Englishman did not believe very much in education. It was only a small class of men who really believed in it and knew its advantages, and in the forefront of them was the clergy. Throughout the land they maintained a standard of culture on the maintenance of which all true national progress must depend." Dr. Creighton is one of the most cultured and learned men in the Church of England, and as an historian has few superiors. Whatever he says is worth considering. At times, however, he makes startling assertions which, if they came from ordinary men, would be passed by with contempt. As regards the above statement, we should require very strong proof that the average Englishman did not believe very much in education. The ordinary Englishman knows very little of the true aims of education, it is true, but our experience leads us to the conclusion that the average Englishman is particularly anxious for the education of his children. As for the clergy being in the forefront of those who know the advantages of education it is but natural that the clergy as a class should take an interest in such matters, seeing that the superintendence of the education of the young is looked upon as part of their parochial duties. A debt of gratitude is due from the people of England to the clergy for their efforts on behalf of education at a time when the benefits of the latter were unappreciated, but the lead is now rapidly passing from the clergy to a class of men to whose keeping the true interests of education may be safely entrusted.

of the Anglo-Indian community, and the place was burdened with debt. The loss of all who had hitherto been connected with it might well have seemed fatal. But with rare insight and foresight the youth of twenty-five years to whom the management had now fallen saw that in the new movement towards Western education and the new system introduced by the Government lay the promise of a fuller life for his school than even Anderson perhaps had ever dreamed of. A new start was made. The Free Church Mission Committee paid off the debt. For the old precarious income was substituted one depending on the school itself, and raised under the new system mainly by fees and grants-in-aid. At once there was commenced the Library—the first step in that course of the promotion of healthy reading which Dr. Miller has continuously pursued—as one of the very highest elements in the training of youth. After six months of solitary work, Mr. Miller was joined by a colleague from Scotland, and in 1865 he was set apart from other Mission work as Principal of the College—for a College it had become. At the end of his first year's work three of his students had passed the Matriculation examination. Next year six more passed, and in 1865 an F.A. class was formed. In 1867 the bold step was taken of raising the institution to the B.A. standard, it being the only First-grade College in the Presidency, except the Government College. Thus within five years the position of the institution had been revolutionised. The school, which had been falling behind and had not succeeded in passing through the Matriculation a single pupil, had regained its old pre-eminence, and indeed gave promise of distinction and usefulness never attained before. Many good and wise men were at that time engaged in educa-

tion in Madras. There were institutions in 1863 larger than the Free Church Institution. But it is not the least merit of William Miller that he saw the opportunity the times afforded, and with devoted energy seized it. 'Our desire is to stand high in point of excellence, rather than in point of numbers,' he wrote in his first annual report. But when students of English were, throughout the Presidency, doubling or trebling every year, a college that maintained a high standard of excellence was sure of numerical increase. An opportunity such as was afforded in 1863 is not likely to occur again to a young Madras educationist. But the insight which saw the opportunity when so many others were blind to it and the ability with which it was turned to account claim all praise. Nor, while recognition is accorded to these qualities in this connexion, should another element in his success be overlooked. He is a born teacher, and in vividness and force is still unequalled in South India. Mr. Miller's nomination as a Fellow of the University followed as a matter of course the raising of the College to the First Grade in 1867. Thus began that long connexion with the University which has been so useful to it, so honourable to him. Seldom has his name since then been absent from its Syndicate, where his counsels have been invaluable. As Examiner and as Chairman of the Faculty of Arts and of the English and History Board of Studies he has done most useful work. His admission to the Senate fitly closed his first term of service. The constant strain of those five years of struggle compelled him to take furlough in the same year.

Returning in March 1869 he gave himself with equal devotion to the development of the college. This second period of his Indian

EMINENT EDUCATIONISTS IN INDIA.

II.—THE HON'BLE AND REV. DR WILLIAM MILLER, M.A., LL.D., D.D., C.I.E., .

Principal, Madras Christian College.

William Miller was born at Thurso in the county of Caithness, in the north of Scotland, on January 13th, 1838. His father, whose Christian name he bears, was a merchant and ship-owner. Through his mother he is connected with the Gunns, a clan which claims descent from a viking of the twelfth century whose exploits throughout the northern seas have been recorded in more than one Saga. It is not difficult to trace the effects of heredity in Dr. Miller's practical business-capacity, his love of travel, his sympathy with liberty, and 'his readiness to fight when peace with honour is impossible and his prowess in the conflict,' of which his oldest colleague, Mr. Cooper, once spoke.

His education began, in the good Scotch fashion, in the Parish School of his native town. Thence he passed to a boarding-school in Aberdeen, the educational centre of Northern Scotland. At the age of fourteen he entered Marischal College in Aberdeen University, where four years later he took his M.A. Such a course is for a real student only the preparation for study, and the young graduate proceeded to Edinburgh in the hope of sitting at the feet of Sir William Hamilton. But the great philosopher's death immediately after deprived him of this advantage. After a year in Edinburgh University William Miller entered New College, Edinburgh, one of the training colleges for its ministry supported by the Free Church. Here he remained for the full course of four years, distinguishing himself in his studies, and forming friendships which have remained unbroken and strong to the present day. At the close of his college career he became assistant to one of the leading ministers of the Church, Dr. Candlish, finding congenial

work among the Edinburgh poor. But he had not long been engaged thus, when the call came to him from the authorities of the Free Church to go as a missionary to India, and recognising in this call the guidance of Providence he acquiesced.

It was in December 1862 that the young missionary reached Madras. Within five months he found himself, through the breakdown of his senior colleagues, the only representative of the Free Church Mission in the city. Upon him fell the burden of the multifarious work which had hitherto rested upon four or five. The whole it was impossible to maintain effectively, but he was not long in deciding that one part at least should not suffer. This was the Central Institution, founded by John Anderson in 1837, the first place of instruction in English opened in South India. The time when William Miller arrived in India was an epoch in the history of the country. The great Educational Despatch of 1854 had initiated a movement fraught with momentous issues. Western education was just beginning to lay hold of the more promising youths of the land. In 1857 the University of Madras had been founded, though its Arts course was not fully developed till 1863. In 1855, under the direction of Sir A. J. Arbuthnot, the Madras Government had laid the foundations of a new educational system. As yet it was uncertain what part the Central Institution would have in the new movement. Mr. Anderson had died in 1855, and the early promise of the school had not been maintained. For financial support also it had been in the habit of looking to the contributions of Christian and benevolent Anglo-Indians. These had fallen off in the changes

life was marked by no less enterprise than the first. In 1874 he addressed to the Free Church Mission Committee a letter proposing a scheme for the establishment of the institution upon a broader basis. Hitherto it had been the College of the Free Church Mission only. Its Principal now proposed that it should become the College of all the Missions maintained by Protestant Churches in South India. The scheme was supported by the leading representatives of many of these Missions, who saw how desirable it was in the interests of Mission work to carry on one strong First-grade College rather than endeavour to maintain separate institutions of their own, and who recognised that in the Free Church Institution already existed the nucleus of such an establishment. The scheme involved much work and had many difficulties to overcome. In 1875, however, the Church Missionary and the Wesleyan Missionary Societies agreed to contribute £300 a year each. In 1876 a Council was formed of Christian gentlemen of various denominations, and on January 1st, 1877, the Madras Christian College came into existence as the successor of the College department of the Free Church Institution. This re-organisation completed, the Principal was able to take his second furlough.

The change thus made resulted in immediate advance. In 1874 the students in the College had numbered 108; in 1879 they had leaped up to 205. To the increase in the European staff and other results of the re-organisation must very largely be attributed the continuous growth of the College ever since. Only bold policy could have planned the scheme, only undaunted energy supported by well-earned trust could have carried it through.

The third period of Mr. Miller's Indian career was one of conflict. The very success of the College brought difficulty. The declared policy of the Government of India as laid down in the Despatch of 1854 and confirmed again and again is to develop education by grants in aid of private enterprise. It recognises that it is beyond the range of possibility for Government to undertake the education even of those who wish for education, and that the only hope of the spread of education lies in its being undertaken by native gentlemen or benevolent societies. These it declares itself ready to assist by grants. Government education is to be but subsidiary and should make way for aided education wherever and whenever practicable. These simple and obviously wise principles are not always understood by those whose business it is to act for Government in educational matters. Essential to them is a fair allotment of grants according to the work done in private institutions, and a willingness to increase these grants as their needs grow. From these principles a grave departure was made by the Madras Government in 1870 when it fixed a maximum grant to the Free Church Institution, stating that however it might develop the grant would not be increased. The college developed. Between 1870 and 1878 its expenditure had increased from three times its grant to five and a half times its grant. This was bad enough, but worse was to follow. In 1878, the Director of Public Instruction, Colonel Macdonald cut down the grant by one-third, stating that the Rs. 7,200 to which it was now reduced was never to be exceeded. The whole system established by 'the Magna Charta of Indian Education' was thus flung to the winds. The question was not one of

finance only, nor of one College alone. It concerned the whole educational policy of the country, and the Christian College became at once the representative of all Aided Institutions throughout India. For two years the struggle lasted. The Secretary of State, the Marquis of Hartington, was appealed to, and pronounced decisively against the unconstitutional action of the Government of Madras. The restrictions upon the grant were abolished, and at last the Government was compelled to recognise the rights of Aided Education. Mr. Miller was necessarily one of those upon whom the stress of the struggle fell.

To this controversy was mainly due the appointment of the Education Commission of 1882-83. It had become necessary to settle once for all the question of policy and to consider the various points of detail which arose in practice. With a few restrictions, the whole system of education in India was to be investigated by the Commission. Mr. Miller was placed upon the Commission as a representative of Aided Education and from the first exercised a potent influence in its deliberations. When its discussions closed, he was appointed to write the most important chapter in the report—that entitled "The External Relations of the Department to Individuals and Public Bodies," a task in which he won the admiration of his colleagues. His connexion with the Commission enlarged the circle of his friends, by adding to it Lord Ripon, Sir William Hunter, the President of the Commission, Messrs. Lee-Warner and Deighton and others. The result of the Commission was a triumph for Aided Education and the principles which Mr. Miller had so strenuously championed. How his work was appreciated by those qualified to judge was

marked by the gift in 1885 of the Order of C.I.E. from the Crown and of the degree of LL.D. from Aberdeen University.

But in these years of public work he did not neglect the development of the College. In 1871, Rs. 50,000 had been spent on the extension of the College building. In 1883 a new building scheme was proposed by him which in the next four years involved the expenditure of Rs. 1,36,000. It was at this time, too, that he inaugurated the system of boarding-houses which has recently been so widely imitated. In 1882 he rented a house for Brahmin students, exercising over its inmates a paternal supervision. Encouraged by the success of the experiment, he proceeded in 1884 to build a 'Students' Home' for the accommodation of 45 Brahmans. In 1886 he erected the Fenn Hostel, a similar home for Native Christian students. The same year saw the commencement of a Scholarship scheme, which did away with the last traces of the old custom of taking boys into the College without the payment of fees, and restricted 'free scholarships' to successful competitors in examinations in the various districts of the Presidency. To this period belongs also the development of the various Societies which play so large a part in the life of the College, though the first, the Madras Debating Society, had been formed in 1877. Once more the strain of his work drove him home on furlough, but as on previous occasions not till he could look back upon a marked advance in the position of his institution.

The period from 1888, when he again returned to Madras, up to the present day has been one of consolidation for his work and of honours for himself. New buildings have been added to the College—such as a Biology Laboratory, new class-rooms, a room for M.A.

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Wm Miller

DR. JONATHAN AND REV. DR. WILLIAM MILLER, M.A., F.R.S., O.D., C.M.L.
1897-1898, Union Christian College

students, a hall for the meetings of the various College Societies, a Students' Home for Non-Brahmins. By an arrangement with the Free Church Committee, the old Church has been transformed into the Anderson Memorial Hall, which is placed at the disposal of the College. In all these operations, Dr. Miller's financial help has been liberal. To add to the contentment and permanence of the staff he has established the Professors' Retiring Fund and the Teachers' Retiring Fund, contributing largely to the corpus on which each rests. To Dr. Miller and his brother, the Rev. Alexander Miller of Buckie, is due the encouragement of M.A. studies, by the foundation of several valuable studentships for graduates. In 1891 the first 'Christian College Day' was celebrated. In these and a hundred other ways have the interests of the College been advanced, so that to-day it holds a place beyond rivalry as the leading educational institution in India. In 1895 it contained 1,050 pupils in the School and 817 students in the College. It received in fees from pupils and students Rs. 70,530-15-9 and in grants from Government Rs. 30,333-1-1. Rather more than this latter sum was received from the three Missionary Societies which contribute to its support, and about one-fourth of it from endowments. The staff consists of 11 European Professors and about 60 Native Tutors, Teachers and Pundits. And while in all University Examinations the College holds its own, its influence on the side of morality and progress is confessedly unique. It is not intended to imply that all this is due to Dr. Miller alone. From the first he has been supported by colleagues as devoted as himself, but his genius for organisation, his enterprise, his wealth, his position and seniority have made him the mainspring of the activities represented by the College. It is almost true of

him as of Browning's hero that he has 'made his life consist of one idea,' and the result is that it is impossible to dissociate the Christian College from his name.

Honours have fallen thick upon him. In 1893 and again in 1895 he was elected to represent the Senate of the Madras University in the Madras Legislative Council. In 1892 his old pupils resolved to erect a statue in his honour. In 1894 he was called upon to deliver the Convocation Address for the second time, the first occasion having been in 1871 when he was but 33 years of age.

His own Church marked its appreciation of his work by requesting him to act as Professor of Evangelical Theology in its Ministerial Colleges in 1894, and still more by nominating him as Moderator in 1895, and, when he declined the office, again in 1896. The remarkable address signed by over 2,200 leading gentlemen of Madras and presented to the Free Church Assembly over which he presided last year sufficiently testifies to the esteem in which he is universally held. The degree of D.D., presented to him last year by the University of Edinburgh, fitly crowns the honours which he bears.

Last November, after his return from furlough, he announced his intention of giving the remainder of his strength to India. But in December an abscess on the liver manifested itself. Since then he has been laid aside, hovering at one time between life and death. Happily the danger now seems past, and he still cherishes the hope that after some months in a cooler clime he may return to work for the people to whom he has devoted his life. The widespread anxiety displayed during his illness has been most touching. 'Scarcely one of us,' said one of his old pupils, 'but recalls some act of his generosity towards him.'

No other man, whatever his position, has so great an influence throughout the Presidency as Dr. Miller has deservedly gained by his life of devotion and self-sacrifice.

But any account of Dr. Miller which did not make prominent the missionary character of his work would be incomplete indeed. And if this series is intended to set forth our great educationists, not merely as educationists, but as they really are, it will not be out of place to conclude with an extract, taken almost at random from an old Annual Report of the Christian College undoubtedly written by him. This extract admirably illustrates the gifts of mind and soul, the aims and aspirations, the courage and patience, the high hopes for India and the unwavering faith in God which have made William Miller the power for good which he has been in South India for a third of a century:—

"The work that the Council and the College aim at is not one that can be done easily, and not one to be finished in a day. To make divine revelation in its real sense and living power take hold upon the awakened and disciplined intelligence of a people,—to change the current of their thought, so that Christ shall be no longer misunderstood and therefore hated, but regarded as one to be listened to, honoured, loved, yes and lived and died for by thoughtful and inquiring men,—that is a work which those who have any acquaintance with divine methods of procedure will not expect to be accomplished as soon as it is begun. The road may well be long and toilsome when the goal is so great and high. Difficulties and dangers are therefore sure to meet us still; difficulties certainly from narrowness of means, and difficulties perhaps of kinds that are more harassing and hard to bear than even these. Still it is something that so

many difficulties have been already overcome and that a College which steadily avows such purposes and acts on them should have attained the measure of prosperity and stability that have been enjoyed for a series of years. And it is something more that the tokens should be many, and increasing year by year, that the truth taught and the efforts used meet some response in those for whose good we labour. It all encourages the hope that the dangers of the future will be overcome, when they arise, as those of the past have been, and that the goal will be reached even though the onward path may sometimes lead through gloom and storm as remarkable as the prosperous light through which it is passing for the present. And whatever the future may have in store, we thank God that He has enabled us already to do something for the deepest good of a land that has had its greatness in the past, and that is destined, all appearances to the contrary notwithstanding, to a nobler and more enduring, because a Christian, greatness in the future."

THE ASSOCIATION OF SCHOOL AND COLLEGE.

Under the title of a "Liberated University" there appears a suggestive article in the November number of the *N.-W. P. and Qudh Educational Magazine*, a promising periodical which has been in existence for the last twelve months. The article bears the signature J. G. J., initials which are not altogether unfamiliar to the readers of the *Educational Review*. In it reference is made to a subject which the present writer has long thought should be well ventilated, viz., the undesirable association between schools and colleges in India. To an Englishman trained at one of the older English Universities the intimate association between

school and college in this country constitutes a not altogether agreeable anomaly. The Indian University is unfortunately not an institution which commands much public respect, and there can be little doubt that the continual association of the college to the school has much to answer for in this respect. Some people, who should know better, seem to take a delight in confounding colleges with schools, principals and professors with school-masters, and college students with school boys. Such people would never for a moment dream of confounding corresponding institutions in England, and their only apparent object in speaking as they do in this country is to belittle education and the educated classes which are the product of the Indian University system. There are others who unconsciously are guilty of the same confusion, and there is a reason, though not an excuse, for their attitude. It is by no means an uncommon thing in this country to find both school and college located in one building and both placed under a single head, who thus combines in his person the office of a school-master and that of a head of a college affiliated to the University—offices which should be kept entirely distinct, if the difference between a college and a school is to be maintained. In such an institution, for one hour a person may be a school teacher, the next he may be lecturing to either F.A. or B.A. students. In the one capacity the methods and discipline employed are, or should be, entirely different from those employed in the other. In practice, however, they are in many cases the same. The headmaster of a school does, as a matter of fact, often employ the same methods in dealing with a college student as he employs when dealing with a schoolboy. It requires no great stretch of the imagina-

tion to see how the tone and dignity of the college must suffer by this perpetual association between the school and college. What is wanted above all things in India is to raise the tone and the standard of our colleges. Unfortunately everything seems to militate against the attainment of so desirable an end. Colleges, as such, do not form an integral part of the University. As colleges they have no voice in the management of the University with which they are connected solely by examinations. The governing body comprises many individuals who have no claims as educationists. It would be difficult to find a parallel to such a state of things in any other University throughout the world. The governing body of our Indian Universities has no voice in the appointment of the Members of the Senate. The Vice-Chancellor is in most of our Universities, in some invariably, the Chief Justice of the High Court, a fact that may be taken to mean that no principal of a first-grade college can be found sufficiently worthy to occupy so dignified a position. Lastly, our Directors of Public Instruction, who might profitably confine their attention to the arduous task of superintending and developing primary and secondary schools, are the sole medium between the colleges and the Government, and have the right, which they exercise, of estimating the efficiency of such institutions. Add to these limitations of collegiate and university independence, the constant association of school and college, and it is not difficult to find adequate reasons for the low estimation in which our Indian colleges are held by the public at large. The liberation of our universities can only be achieved by increasing the dignity and influence of the colleges. And this increased influence will only be gained when the college is absolutely severed from the

school, when the governing power of the University, including the right to elect the Vice-Chancellor, is placed in the hands of the federated colleges. In desiring the complete dissociation of the school from the college, it must not be supposed that the writer is insensible to the good work effected by the schools. All that it is wished to be maintained is that little or no good accrues to the school by its close connection with the college, while positive harm is done to the latter, when boys of ten mix cheek by jowl with under-graduates of eighteen or twenty, when the same instructor is school teacher and college lecturer by turns, and when a common discipline is meted out in both school and college by a head who can scarcely say whether he is not more of a schoolmaster than a college principal or professor. Under such a system it goes without saying that the teaching suffers in proportion as school and college methods and functions are confounded. It is not as though the tone of the school department were raised to the level of the college department. This would not be altogether a desirable end, even if it were possible to secure it. But what almost invariably happens where such a system prevails is that there is a tendency for the tone of the college to be lowered to the level of that of the school. The disseverance of the school and college is therefore a much-needed reform. It is one of the first steps that must be taken in the direction of liberating our universities. The ordinary graduate is a person for whom some affect the most profound contempt. To our colleges is attached the reputation of being mere machines for the manufacture of a very average class of men. In the unseemly struggle to secure a high percentage of 'passes,' our colleges, instead of aiming to become homes of learning, actually lower the dignity

and the high character which should attach to knowledge. Our school-colleges foster no such ennobling and reverent associations as do the colleges of the older Universities of England. To remedy all this many reforms are needed. A very modest but efficient one would be the dissociation of the college from the school. Let us do all we can to increase the dignity and importance of the college student; let us make him proud of his college and his University. Let him feel that when he has passed the Matriculation Examination, and has entered upon his F.A. course, he has left school and school-methods behind. As an under-graduate, and as a young man, he must be made to feel that he has entered upon a new and distinct stage in the course of his education, one where he must assume a new dignity and deport himself as becomes a member of the highest educational institution the country possesses.

CANTAB.

A GENERAL ELEMENTARY METHOD OF DETERMINING MAXIMUM AND MINIMUM VALUES.

The method usually employed in elementary mathematical teaching for the determination of maximum and minimum values of expressions depends on the discussion of the expression ($b^2 - 4ac$) which occurs under the radical sign in the roots of the general quadratic equation $ax^2 + bx + c = 0$. This method, therefore, is limited in its scope, being applicable only to quadratic expressions or to such as are reducible to the form of quadratic expressions. In case where expressions depending on equations of a higher degree than the second are involved, the above method affords no help. But such cases not infrequently occur in many geometrical and physical problems in elementary mathematical teaching, and their solution is not ordinarily attempted on account

of the pupil's want of acquaintance with equations of a higher degree than the second. The aim of this paper is to draw the attention of teachers and students to a method of determining maximum and minimum values, which, while being as interesting and easy as the method based on the discussion of the roots of the general quadratic equation, possesses the advantage of being applicable to cases involving expressions of a higher degree than the second. The method here suggested will not be unfamiliar to those that are acquainted with the differential calculus.

As the method suggested here for determining maximum and minimum values depends upon the method of approximation, we shall, as a preparatory study, first consider a few cases of arithmetical and algebraical approximation. For example, what is the approximate value of $1/(1-x)$, when x is very small? By division we find that $1/(1-x) = 1 + x + x^2 + x^3 + x^4 + \dots$. If $x = 1/1000$, say a millimetre, when unity represents a metre, then $x^2 = 1/1000000$ of a metre or $1/1000$ of a millimetre, which cannot by ordinary appliances be measured and has therefore to be neglected. Similarly with x^3 and the still higher powers of x . Hence if we neglect x^2 and the higher powers of x , we have $1/(1-x) = 1+x$, and in the special case considered we get $1001/1000$ or 1.001 instead of 1.001001 . It may be noticed that calculation with five figure logarithms leads just to the same result as the method of approximation, because the error first occurs only in the sixth decimal place.

In the same way we conclude that $1/(1+x)$ is approximately equal to $1-x$ when x is very small.

To take another example. Suppose a bar of iron expands on heating from 0°C to 100°C by $819\frac{1}{2}\%$ part of its original length. How much will (1) a square plate and (2) a cube of iron expand on heating through one degree centigrade?

If a side of the plate or an edge of the cube be 1 at 0°C , then after heating through 1°C , the side or edge will become $1 + \frac{1}{819200}$, and the area

of the plate will consequently become

$$(1 + \frac{1}{819200})^2 = 1 + \frac{1}{411600} + \frac{1}{671840000}.$$

As the third term is equal to $1/6707610000$, and begins to influence the result only in the tenth decimal place, it may be left out of account, even when employing seven figure logarithms. We may therefore say that the iron plate has expanded by $2/81900$ or 0.00024 of its original area. Similarly the volume of the iron cube will after heating through 1°C will be

$$(1 + \frac{1}{819200})^3 = 1 + \frac{3}{819200},$$

neglecting the third and fourth terms in the expansion.

Again, in the formula

$$\sqrt{a^2 \pm 2ab + b^2} = a \pm b,$$

if b is very small compared with a , we may neglect b^2 and write (representing $2ab$ by k)

$$\sqrt{a^2 \pm k} = a \pm \frac{k}{2a}.$$

According to this formula of approximation, $\sqrt{625} = \sqrt{625 + 1} = 25 + \frac{1}{50} = 25.02$, while precise calculation gives 25.019992 . The error in the result obtained by the method of approximation amounts only to $8/1000000$, and can scarcely be detected in practice by the use of five figure logarithms.

The principles of the method presented here for the determination of maximum and minimum values and the wide range of its applicability will be easily understood from the following worked examples taken from different branches of pure and applied mathematics.

1. PLANIMETRY.

Given the two sides b and c of a triangle determine the third side x , so that the area A of the triangle may be the greatest possible.

According to the formula for the area of a triangle in terms of its sides,

$$16A^2 = (a+b+c)(a+b-c)(a-b+c)(b+c-a) \\ = 2(l^2 + c^2)x^2 - a^2 - (b^2 - c^2)x^2.$$

In order that A may be a maximum, it is sufficient, as b and c are constant, that $2(b^2 + c^2)x^2 - a^2$ is a maximum. Now an expression is a maximum for a particular value of a particular quantity oc-

curing in it, when its value decreases both when the value of the particular quantity decreases and increases. Hence the value of the expression $2(b^2 + c^2)x^2 - a^2$ will be a maximum if its value decreases when x increases as well as decreases. If, therefore, Δx represents a very small increment of x and $-\Delta x$ a very small decrement of x , the condition for the greatest possible area is that $2(b^2 + c^2)x^2 - a^2 > 2(b^2 + c^2)(x \pm \Delta x)^2 - (x \pm \Delta x)^4$. In accordance with the method of approximation, we can for very small values of Δx replace $(x \pm \Delta x)^2$ by $x^2 \pm 2x\Delta x$ and $(x \pm \Delta x)^4$ by $x^4 \pm 4x^3\Delta x$. Removing from the inequality the members common to both sides, we find

$$0 > \pm (b^2 + c^2)x \mp a^2$$

$$\text{or } \pm [(b^2 + c^2)x - a^2] < 0.$$

This, however, can only be possible when

$$(b^2 + c^2)x - a^2 = 0,$$

as one and the same quantity preceded by opposite signs cannot at the same time be less than zero, unless the quantity itself be zero. From the last equation it follows that either

$$x = 0,$$

$$\text{or } x^2 = l^2 + c^2.$$

The former of these gives the minimum value of the area and the latter the maximum value. In the latter case the triangle is right-angled, and $\sqrt{b^2 + c^2}$ is the hypotenuse. This value for the third side, it may be remarked, is not approximate, but is the true value, as Δx has wholly disappeared from the equation from which the value of the side is obtained.

2. TRIGONOMETRY.

Given the angle C of a triangle, find when $\sin^2 A + \sin^2 B$ is a maximum.

$$\sin^2 A + \sin^2 B = \frac{1}{2}(2 - \cos 2A - \cos 2B).$$

Therefore the given expression will be a maximum when $2 - \cos 2A - \cos 2B$ is a maximum. This will be the case when

$$2 - \cos 2A - \cos 2B > 2 - \cos 2(A \pm \Delta A) \\ - \cos 2(B \pm \Delta B).$$

As the sum of the angles A and B is constant, when A increases B decreases by an equal amount and vice versa. Hence $\pm \Delta A = \mp \Delta B$.

Remembering that the cosine of a small angle is approximately equal to unity and the sine of a small angle is equal to the circular measure of the angle itself and simplifying the inequality we obtain

$$\mp (\sin 2A - \sin 2B) > 0,$$

which can only be true when

$$\sin 2A = \sin 2B$$

$$\text{or } A = B,$$

which is the condition for which the expression is a maximum.

3. STEROMETRY.

What should be the radius x of the base and the height y of a right cylindrical vessel open at the top in order that a fixed quantity a of liquid might fill it and at the same time have the smallest surface?

$$a = \pi x^2 y,$$

$$\text{therefore } y = \frac{a}{\pi x^2}.$$

$$\text{Area of the surface} = \pi x^2 + \frac{2a}{x}.$$

This expression is a minimum, when

$$\pi x^2 + \frac{2a}{x} < \pi (x \pm \Delta x)^2 + \frac{2a}{x \pm \Delta x}.$$

After expanding and getting rid of fractions we get

$$0 < \pm \pi x^3 \mp a,$$

which is possible only when

$$\pi x^3 - a = 0,$$

$$\text{that is, } x = \sqrt[3]{\frac{a}{\pi}}.$$

$$\text{and therefore also } y = \sqrt[3]{\frac{a}{\pi}}.$$

Hence the area of a right cylindrical vessel is a minimum for a given volume when the height of the cylinder is equal to the radius of its base.

4. ANALYTICAL GEOMETRY.

Determine the point in an ellipse such that the tangent drawn from it to the ellipse forms with the axes the ellipse the smallest possible triangle.

The equation of an ellipse with its centre as the origin of co-ordinates is

$$\frac{x^2}{a^2} + \frac{y^2}{b^2} = 1.$$

Therefore the equation of the tangent at the point (x_1, y_1) of the ellipse is

$$\frac{x_1 x}{a^2} + \frac{y_1 y}{b^2} = 1.$$

The parts cut off from the axes of the ellipse by the tangent are obtained from the equation of the tangent by making y and x respectively equal to zero. For y equal to zero we get the part cut off by the tangent from the x axis, namely, $\frac{a^2}{x_1}$; and for x equal to zero we get the part cut off from the y axis, namely, $\frac{b^2}{y_1}$. Hence the area of the triangle formed by the tangent and the two axes of the ellipse is $\frac{1}{2} \frac{a^2}{x_1} \frac{b^2}{y_1}$. This will be a minimum when x_1, y_1 is a maximum. Now the equation of the ellipse gives

$$y_1^2 = b^2 - \frac{b^2}{a^2} x_1^2;$$

therefore $x_1^2 y_1^2 = x_1^2 \left(b^2 - \frac{b^2}{a^2} x_1^2 \right)$.

Hence x_1, y_1 will be a maximum when

$$b^2 x_1^2 - \frac{b^4}{a^2} x_1^4 > b^2 (x_1 \pm \Delta x_1)^2 - \frac{b^4}{a^2} (x_1 \pm \Delta x_1)^4,$$

$$\text{or } 0 > \pm \left(b^2 x_1 - \frac{b^4}{a^2} x_1^3 \right),$$

which can be true only when

$$x_1 \left(1 - \frac{2x_1^2}{a^2} \right) = 0.$$

The value $x_1 = 0$ makes the point the end of the b axis, and the tangent is then parallel to the a axis. Hence the triangle is infinitely large. So also the value $y_1 = 0$ makes the triangle infinitely large. On the other hand if we equate the second factor to zero, we get $x_1 = \frac{a}{\sqrt{2}}$ and therefore $y_1 = \frac{b}{\sqrt{2}}$; and the tangent drawn to the ellipse from the point whose co-ordinates are $\frac{a}{\sqrt{2}}$ and $\frac{b}{\sqrt{2}}$ makes the smallest possible triangle with the axes of the ellipse.

5. MECHANICS.

Given the base a of an inclined plane, find its height x so that the horizontal velocity acquired by descending it may be the greatest possible.

The speed acquired in falling down an inclined plane is the same as that acquired in falling vertically down through its height. Hence the square of the velocity acquired in descending the incline is $2gx$; therefore the square of the horizontal velocity acquired is $2gx \frac{a^2}{x^2 + a^2}$. In order that this velocity may be a maximum, the expression $\frac{x}{x^2 + a^2}$ should be a maximum. This will

be the case when $\frac{x}{x^2 + a^2} > \frac{x \pm \Delta x}{(x \pm \Delta x)^2 + a^2}$ or $x \{ x^2 \pm 2x \Delta x + a^2 \} > (x^2 + a^2) (x \pm \Delta x)$ or $x^3 \pm 2x^2 \Delta x + a^2 x > x^3 \pm x^2 \Delta x + a^2 x \pm a^2 \Delta x$. Removing the terms common to both sides and re-arranging we get

$$\pm (x^2 - a^2) > 0$$

This is possible only when

$$x^2 - a^2 = 0$$

$$\text{or } x = a.$$

Hence the height of an inclined plane must be equal to its base in order that the horizontal velocity acquired by descending it may be a maximum.

6. HEAT.

According to Despretz, the volume V_t of water at any temperature t lying between 0° and 30°C is given by the formula

$$V_t = V_0 (1 - \alpha t + \beta t^2 - \gamma t^3),$$

where V_0 represents the volume at 0°C and $\alpha = 57577 \cdot 10^{-9}$, $\beta = 75601 \cdot 10^{-10}$, $\gamma = 35091 \cdot 10^{-12}$. Find the temperature at which the volume is a minimum.

The volume will be a minimum at that temperature for which

$$V_0 (1 - \alpha t + \beta t^2 - \gamma t^3) < V_0 \{ 1 - \alpha (t \pm \Delta t) + \beta (t \pm \Delta t)^2 - \gamma (t \pm \Delta t)^3 \},$$

that is, when $0 < \mp (\alpha - 2\beta t + 3\gamma t^2)$, which condition will be fulfilled only when

$$\alpha - 2\beta t + 3\gamma t^2 = 0.$$

The solution of this quadratic equation gives

$$t = \frac{\beta \pm \sqrt{\beta^2 - 3\gamma\alpha}}{3\gamma}.$$

The positive value of the root makes $t = 139.7^\circ$,

which represents the temperature at which the volume of water would be a maximum if it remained liquid at that temperature and the formula also were applicable till that temperature. The negative value of the root makes $t = 3.915^\circ\text{C}$, which we know to be the temperature at which the density of water is a maximum, that is to say, the volume is a minimum.

7. OPTICS.

Find the least illuminated point on the straight line joining two luminous sources at a distance a from each other, whose brightnesses are in the ratio of $\alpha : \beta$.

The illumination of a point varies inversely as the square of its distance from the source of light. The illumination of a point due to the luminous source α at a distance x from it is $\frac{\alpha}{x^2}$

and the illumination of the same point at a distance $(a - x)$ from the luminous source β is $\frac{\beta}{(a - x)^2}$. Hence the illumination of the point

will be a minimum when $\frac{\alpha}{x^2} + \frac{\beta}{(a - x)^2}$ is a minimum, that is, when

$$\frac{\alpha}{x^2} + \frac{\beta}{(a - x)^2} < \frac{\alpha}{(x \pm \Delta x)^2} + \frac{\beta}{(a - x \pm \Delta x)^2};$$

substituting y for $a - x$ and simplifying we get

$$\pm (\alpha y^2 - \beta x^2) < 0,$$

a condition which can hold good only when

$$\alpha y^2 = \beta x^2$$

$$\text{or } \frac{x}{y} = \sqrt{\frac{\alpha}{\beta}}.$$

This relation determines the position of the point of minimum brightness.

8. ELECTRICITY.

Find the best possible arrangement of n cells each of electro-motive force E and internal resistance r when the external resistance is R .

If the n cells are arranged in series, the whole electro-motive force is nE and the whole internal resistance is nr . Hence by Ohm's law the intensity of the current is given by the equation

$$I = \frac{nE}{nr + R}.$$

III

If the n cells, on the other hand, are arranged in parallel circuit, then the electro-motive force of the whole combination is the same as that of one cell and its internal resistance n times less than that of a single cell. Hence the intensity is given by

$$I = \frac{E}{\frac{r}{n} + R} = \frac{nE}{r + nR}.$$

If we combine the cells partly in the first way and partly in the second, say, x elements in parallel circuit each element containing $\frac{n}{x}$ cells in series, then we have

$$I = \frac{\frac{n}{x} E}{\frac{n}{x} \frac{r}{x} + R} = \frac{nE}{\frac{nr}{x} + Rx}.$$

The best possible arrangement is the one which gives the maximum current. I will be a maximum when $\frac{nr}{x} + Rx$ is a minimum, that is, when

$$\frac{nr}{x} + Rx < \frac{nr}{x \pm \Delta x} + R(x \pm \Delta x).$$

Removing the fractions and simplifying,

$$\pm (nr - R\Delta x^2) < 0.$$

This can be possible only when

$$nr = R\Delta x^2$$

$$\text{or } R = \frac{nr}{x^2}.$$

Now $\frac{nr}{x^2}$ is the internal resistance of the combination. Hence the best arrangement is that in which the internal resistance of the combination is equal to the external resistance.

P. LAKSHMI NARASU.

THE PROGRESS OF SCIENCE TEACHING IN INDIA.

BY PROFESSOR BOSE.

The following paper was read by Professor Bose before the Indian Section of the Society of Arts, on February 11th:—

On a recent occasion at the foundation in this metropolis of a great scientific laboratory

for research, it was observed that the pursuit of pure science was the most potent factor in the promotion of the intellectual, as well as material, progress of a nation and of humanity at large. Believing that the prosperity of my country depends in a great measure on the spread of scientific education, and the practical application of science, I shall in this address try to put forward a few suggestions, by which, with a slight re-organization of the existing institution, the above-mentioned object could be attained.

The introduction of English education into India has been comparatively recent. Yet within a short time many Indians have distinguished themselves in the departments of law and letters. But in the department of science, the progress has not been so satisfactory. It has been a general complaint that young students in India, as a rule, do not take to the study of the exact sciences which not only require the exercise of the highest imaginative faculty, but also a great amount of persistent and patient application. This apparent want of aptitude for scientific studies in our students has been noticed with regret by those interested in the intellectual development of Indian youths. The Government of India has on many occasions drawn the attention of the universities to the importance of encouraging advanced scientific work. Many Members of the University Senate have also felt keenly that the present system of university education does not foster the proper development of intellectual faculties, and encourage originality. I shall now proceed to take the causes of the present deplorable state of things and suggest how it may be remedied. I may here parenthetically remark, for the information of those who are disposed to take a too pessimistic view of things, that the intro-

duction of science teaching has been very recent in India, and it is too much to expect great results in so short a time. Even in this country, which has had the advantage of a long period of scientific culture, the number of those who devote themselves to scientific studies is not very large.

I shall in the following observations make special reference to the Calcutta University and the Presidency College, Calcutta, the latter being the premier educational institution under the Government of India. What I shall state in reference to these apply equally well to the other Indian Universities and Colleges.

The teaching of science in India is greatly modified by the influence exerted by the universities. The Calcutta University was established on the model of the University of London, but while the latter has kept pace with the advance of science modifying its course accordingly, the former has hardly moved with the time. In good old times a natural philosopher was supposed to be an expert in all the sciences. In those days science was in its infancy, modern innovations were unknown, and a man could carry the burden of his multifarious knowledge without discomfort. Things are changed now, and it is impossible for a man to master thoroughly even a single branch of science in its various subdivisions. This fact has not yet been fully recognised by the Calcutta University. For example in the B.A. examination the vast subject of physics, consisting of acoustics, heat, light, electricity and magnetism, has not been thought large enough to be treated even as a single subject; but it is reduced to the status of half a subject. Though physics possesses more a fractional value as a subject for examination, the text-books prescribed on it

have been gradually increased in number and difficulty. A large number of text-books has to be superficially got through by the students in a short time, and thus a disconnected mass of second-hand text-book knowledge takes the place of living science. To be supposed to have gone through so many high-sounding text-books may feed the vanity of a thoughtless few, but such a system creates despair in the minds of serious students. The exercise of mere memory at the expense of the other faculties cannot but be attended with disastrous consequences. When the brain is crammed with the mass of apparently disconnected facts without any order or sequence, the state of equilibrium becomes highly unstable, and the shock of an examination is enough to upset it. The strain on the candidates is so great that in many cases it permanently injures their health.

It seems to me that it should not be the aim of the universities to manufacture walking dictionaries, but intelligent beings, who can make the right use of dictionaries. We want to train our science students to think accurately, and to fix in their minds a few fundamental principles. We want to teach them how to use their hands, how to observe, and how to avoid errors. We would wish them, as far as possible, to find out things for themselves and take very little on trust. We want them to feel that science and scientific experiments are not merely confined to the laboratories, but that in nature experiments of surpassing interest are being constantly carried out if they would only see them. And finally, we would wish to create in a few of them such a love for science that they may be entirely possessed by it.

What is wanted of the university is the simplification of its science course. At present

the grouping of subjects is arbitrary and incongruous; this should be remedied. Greater importance should be given to practical examination and laboratory work as in this way alone a student's real extent of knowledge can be tested. To encourage originality degrees should be given for research work. This is being done by the Universities of Oxford and Cambridge with the best results.

A great drawback in the present system of university examination is the difficulty of getting proper examiners to set papers in science. The university has rightly decided that those engaged in teaching science should not be elected examiners in their own subjects as that may give undue advantage to the students under them. But with the present rapid advance of science it is impossible to find out any one in India outside the teaching staff who would be a proper examiner. I think this difficulty can be removed by asking scientific men from the English universities to set the papers, the answers to which could be examined in India by properly-selected examiners. An additional advantage of this would be that in matters of science it would keep the Indian universities abreast with those of Europe.

No real progress in science is possible in a country unless it aspires to take its due share in the general advancement of science. The cause of science is international, and its advance is always attended with benefits to humanity. Thus on every nation worthy its name, and on every government which represents it is imposed the duty of furthering the bounds of human knowledge. Hence we see the establishment of national laboratories for research, and these are the institutions about which a State may well be proud. Even as regards the material prosperity of a country, it is now universally acknowledged that it

depends greatly, if not solely, on scientific activities among its people. All the enlightened governments are so fully convinced of this fact, that special encouragement is given "to these institutions when the highest branches of scientific instruction are pursued, and no money grudged for the maintenance of the science laboratories."* Among the obligations of the government of a great empire like that of India, the development and utilisation of the intellectual energies of the people is one of the foremost, and this has always been fully recognised by the Government of India. My present deputation to Europe to visit the different physical laboratories with a view to improve our own is due to the enlightened and keen interest taken in the advancement of science by the present Lieutenant-Governor of Bengal. Bengal has been fortunate in having three successive Governors who have been promoters of science.

For the promotion of physical research in India, the establishment of a fully-equipped laboratory is, I need hardly add, essential. When any advance is made in a science, more and more difficult problems are encountered which require the special construction of the most accurate and elaborate apparatus for their investigation. Merely qualitative results have hardly any value in science, and to render an investigation worth anything, it is necessary to obtain the most accurate quantitative results. In Europe the laboratories, fully equipped as they are, can easily command the services of expert instrument-makers when necessary. The difficulties in the way of an investigator in India can hardly be imagined here. The physical laboratories that exist there are merely rudimentary. There

* Report on a visit to Germany, presented to Parliament by command of Her Majesty, p. 10.

are no instrument-makers, and the commonest scientific materials are difficult to obtain. It is, therefore, all the more necessary to have in India a well organised physical laboratory, equipped not only with the best instruments, but stored with scientific materials and provided with a first-class workshop where the necessary apparatus could be constructed. While visiting different laboratories here, I must confess to an unworthy feeling of envy, which took away all my pleasure. How splendidly equipped and organised they were; what facilities existed there for every kind of investigation! How the enthusiasm of the professor re-acted on the students who worked under him; how the students learnt to take part in a great investigation at the laboratory; how each laboratory thus became the centre of scientific activity for generations of students! I cannot help hoping that for the whole of India we shall soon have at least one great physical research laboratory worthy of our great Government. To give an instance how such things are done in Europe, I might mention that in Germany the sums spent for a single laboratory often exceed £100,000. We shall be content with half that amount, and I hope it will be regarded as extremely moderate.

It may be asked if the Indian students have any aptitude for scientific work. I have heard it said seriously as a proof of their inaptitude that India has not yet produced a Davy or a Faraday. Now it is forgotten that it took the whole world many centuries to bring forth a dozen men like Davy and Faraday, and it is somewhat unreasonable to expect India to produce such men before science teaching has even been properly introduced. But I can mention instances which will show that enthusiasm and devotion for scientific work are not

wanting. I may first cite the case of a very humble individual, who entered our laboratory as a menial servant to clean bottles and do other work of a similar description. He was so awkward in his new surroundings, that the laboratory assistant had no patience with him, and he was made to leave. Six months after he came to me in a half-starved condition, and I allowed him to work under me. For two years he kept his eyes open and mouth shut. One day on the death of our expensive European foreman he astonished me by asking permission to do the difficult work connected with the dynamo-electric machines and engines, and he justified his request by his skill in working the machines. He had, by attending a night school, learnt some English, he had become an expert photographer; and by some process which I can only describe as instinctive, had learnt to arrange for me the most difficult experiments. Under the auspices of the Calcutta University many moral text-books are brought out. I do not know whether in his readings he came across one of them in which the history of great Davy, who began life as a bottle-washer and afterwards became the most distinguished man of his time was given, but Nankmam who entered our laboratory as a washer of bottles is likely to remain so to the end of his life.

I have a young assistant who helped me most efficiently in the construction of apparatus for the study of electric radiation. He has a great enthusiasm for science of which he gave proof by serving gratuitously in our laboratory for more than two years, though all this time he had to undergo great privations. The university has been hard on him, for though his scientific knowledge is considerable, he could not master the intricacies of English Grammar and idiom to entitle him to

the degree of Bachelor of Arts for which English is a compulsory subject and unhappily a fatal one for the aspirations of many for university degrees.

I shall have occasion presently to notice the fact that among the students a spirit of devotion to the pursuit of scientific studies is not wanting. I shall now mention instances of the actual accomplishment of important scientific work by some Indians. Thanks to the kind interest of the Government of Bengal and the devotion of Mr. Pedler, a chemical laboratory has recently been established in connection with the Presidency College, and within a period of less than two years, Dr. P. C. Ray has worked out in that laboratory a number of very interesting new compounds of mercury. Mr. Jyoti Bhusan Bhaduri, M.A., has also done some excellent work in that branch of science.

The great difficulty in the way of our students in their pursuit of science, is that immediately after finishing their university examinations, which monopolise all their time, they have to seek for means of their livelihood. The student class in India, as a rule, is extremely poor, and often a family has to go through great privations to educate a boy. When a student finishes his university course he feels himself in honour bound to support those who made such sacrifices for him. In any case he cannot expect his family to support him after he has taken his degree. He is thus obliged to give up his further studies, and is generally forced to the study of law, to which he is supposed naturally to gravitate. But I can state from my experience in many cases that nothing is so distasteful to the science students as to give up science for law. The laws of Nature unfortunately do not run on parallel lines to the very ingenious laws laid

down by man, and one trained in the natural sciences does not, as a rule, find legal study a congenial one. Some time ago, one of my advanced students came to me in great distress and asked me to give him some work to do so that he could continue his scientific studies. His people were pressing him to pass the examination for the Bachelor of Laws, but he hated it and was determined to fall ill on the day of the examination. I have not yet found his name among the list of successful candidates for the B.L.

Seeing that the only time when students can profitably devote themselves to original research is after they have been set free from the examinations, the question arises how they may be enabled to do so and how their trained services may afterwards be utilised by the State. As regards the first, if we wish to see in India any true scientific advance made, it is absolutely necessary to have post-graduate scholarships and fellowships, to enable successful students to pursue their advanced studies. The importance of this is, I am glad to find, recognised by some prominent Members of the University, and a movement has been set on foot to remove the present want. Every one interested in high education would wish this movement every success.

With the establishment of a research laboratory and a number of devoted students working in it, there will be opened a glorious prospect for the future of scientific activity in India, an activity which cannot but react most favourably on the various industries. At present there are many difficulties in their way. In the extension of the electrical industry, for example, the electricians in India complain that many things that work well in England do not succeed in India, and they lay the blame on the

climate, all mischief being ascribed to the excessive heat. It seems to me that difficulties were made to be overcome, and if we have trouble in India in connection with heat, you in England have to contend against frost, but you successfully overcome it. Difficulties must arise when a thing is introduced under new conditions, and they can only be overcome by men who specially devote themselves to remove them. These requirements can only be successfully met by men who work in India, who understand the conditions and who, under the given circumstances, could intelligently work out a solution. This would be but one of the ways in which a research laboratory would be useful.

It strikes me that the prosperity of your country depends not in a small measure on the devotion and activity of men of science and the practical application of science. I cannot help thinking that if we have the same advantage as you have, the same result will follow. Nature is beautiful to us; there is vast wealth buried underground, and there are powers which are running to waste. It only requires the touch of science to bring them to the service of man.

The advanced students whom we hope to train in our laboratories will form the best material for the recruitment to the various scientific departments under the State. The students who now work in electric science in our Presidency College laboratory acquire a very high efficiency in it, and it would be an advantage to the Telegraph Department to utilise their services. Indeed this was at one time contemplated, and Sir Alfred Croft, the retiring Director of Public Instruction, interested himself in it. It is to be hoped that something will be done in this direction.

One suggestion more before I conclude.

Scientific activity in India, the intellectual community out of which the future men of science are to arise, should be kept in touch with the most recent progress in science made in any part of the world. Science can only become a dominating factor when there is an eager thirst for knowledge and there are means for satisfying it. I need not here mention the influence exerted by the Royal Institution on the intellect of this country. The University or the Presidency College can do a great deal in this direction by annually organising courses of lectures on the most recent advances of science.

I have not yet said anything of the intellectual hunger that has been created by the spread of education, a hunger which is as imperative as that of the physical body. The *Spectator* in a recent article has well remarked that an educated man in any country wants something absorbing to think about. His intellect is at present left to consume itself, there being no vent for his useless energies. If it could be done he would betake himself "ardently, thirstily, hungrily, to the research into nature, which can never end, yet is always yielding results, upon which yet deeper inquiries can be based." We have been called a nation of dreamers. There is a necessity for dreamers to think out the great problems of life and make the world richer by their thoughts. But there is also room for workers, too, toilers who by incessant work would increase the bounds of human knowledge. We want to have our share in this work. Our ancestors did at one time contribute to enrich the stock of the world's knowledge, but that is so long past that it is almost forgotten now. It would perhaps not be an unworthy work for England to help us to rise and take our place among the intellectual nations of the world.

THE TEACHING OF GEOGRAPHY.

In Primary schools, where there is sufficient inducement by way of grant for every pupil who passes the examination, the teachers take special care that their pupils get by heart the names of places, their importance, &c., which is comparatively an easy task, for the pupil's memory is at its best at that period of life. Later on, when the pupil comes to the Lower Secondary school, where the subjects to be studied increase in number, and where therefore his memory has to be tasked very much, his attention to the subject of word-memory languishes a little. Yet what with the delight of finding the names of places in beautiful coloured maps and what with the descriptive and narrative accounts of those places, &c., given by an enthusiastic teacher, his knowledge of the subject remains more or less undiminished. In the Third Form, the highest of the Lower Secondary classes, he finishes the study of Geography, so far as names of places and their importance are concerned. He finishes the Geography of the whole world, as the portion prescribed for the examination.

Afterwards when the pupil reaches the Upper Secondary department, it is seen in the majority of cases that proper attention is not paid to the study of the subject. One of the chief reasons for the neglect of the study of Geography in the High school classes is the dull uninteresting way in which it is taught to them. The stage which they have attained requires something more than the exaction of mere verbal-memory exercises from them. The state of their minds requires an intelligent grasp of natural phenomena, the flora and the fauna of every part of the globe, with a rational understanding why they are so, what resemblances and differences are seen, and what causes bring forth the same. But if

teachers simply insist upon their repeating the names of places, &c., which the pupils had already gone through in the lower classes, they become disgusted with doing the same thing over and over. Novelty will arouse their attention. A new mode of treating the subject will attract their minds to the study of the subject. A scientific exposition of the natural phenomena of different parts of the globe will enable them to stretch their intellectual vision for its comprehension and acquisition. A study of what is termed Physical Geography should be introduced, after giving the pupils an elementary knowledge of the three states of matter, the land, the sea, the atmosphere, the winds and other atmospheric phenomena. After this preliminary knowledge, the pupil should be led to the little more difficult study of climate, geographical distribution of plants and animals, types and races of men, influence of nature upon man, and of man upon nature, and so on. They should also be introduced to a little knowledge of astronomy, something about the constitution or chemistry of the sun, something about the grand solar system of which it is the centre, something about the distant and fixed stars, the moving planets, our pale satellite, the moon; and thence slowly to the phenomena of eclipses and the phases of the moon. If the subject be extended as hinted here, I believe the High school students would take to the study of Geography with an avidity which would appear surprising as compared with the indifference with which they look on the subject now.

In order that the subject may be taught in the aforesaid manner, the teacher of Geography himself must have studied a little of Physical Science, a little of Geology, a little of Astronomy, and so on. It is wrong, I suppose,

to think that any teacher can handle Geography in the High school classes. Still more so is it to act literally to the Jacototian maxim, "A man can teach any subject, nay, even that which he does not know." There is no subject which does not require a special study, in order that it may be made a subject of real improvement from an educational and a disciplinary point of view.

Further, the neglect of the study of Geography tells to some slight extent upon the future politicians of the day, who find it difficult to understand in their after-life the international politics of the world on account of their ignorance of the scientific knowledge of Geography.

In these circumstances, it is hoped that greater attention will be paid to the teaching of Physical Geography, that teachers will impress upon the minds of the learners a bird's-eye view of all the countries of the world by demanding from them the drawing of sketches and maps, and that the subject will not be treated indifferently as it has been heretofore.

B. S. RAGHUTAMA CHARYA.

THE MADRAS EDUCATIONAL CONFERENCE.

With reference to the resolutions of the Educational Conference held last December, which were communicated by the Secretaries of the Madras Teachers' Guild, to the Director of Public Instruction, Madras, the latter has been pleased to send the following reply:—

The Director is prepared to make use of every available means of improving the qualifications of teachers in primary schools. The process is a slow one, but it is steadily going on. As for the question of increasing their emoluments, that is mainly a matter of finance; but it also depends to no small extent on the individual exertions of the teachers themselves. The more efficient a teacher is, the more likely is he to receive higher remuneration for his work. As far as local and municipal primary schools are concerned the Director never misses an opportunity of advising local boards and municipal councils to remunerate their teachers as liberally as possible.

2. As the local boards find it almost impracticable to increase the allotment for education, the question of pension or retiring allowances to board schoolmasters must be abandoned as impossible. It is open to all teachers to organize a voluntary provident fund. It may here be added that in G. O., No. 64-L, dated 16th January 1897, Government has repeated its previous orders to the effect "that local boards cannot undertake the responsibility of granting pensions to their servants." Government adds that local boards may adopt, however, the system of provident funds.

3. The Director does not see any generally unsatisfactory relationship between local boards and the schools connected with them which would justify the interference of Government.

NOTES ON THE RECENT F.A. EXAMINATION, MADRAS UNIVERSITY.

No. of Stations.	STATION.	Number examined.	Number failed.	Percentage of passed to examined.	Failures, actual number.						Failures, percentage.				
					Eng.	Opt. Lang.	Math.	Hist.	Phys.	D.T.M.	a	b	c	d	e
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
5	Madras ...	446	323	27.6	224	92	237	195	148	5	50.2	20.6	53.1	43.7	33.2
	Aurangabad ...	3	2	33.3	0	0	2	1	0	0	0	0	66.7	33.3	0
	Bangalore ...	99	66	33.3	44	15	50	44	20	3	44.4	15.2	50.5	44.4	20.2
	Bellary ...	33	30	9.1	21	15	30	22	16	0	63.6	45.5	90.9	66.7	48.5
	Berhampore ...	21	13	38.1	4	6	9	6	6	2	19	28.6	42.9	28.6	28.6
10	Calicut ...	30	13	56.7	6	0	11	10	4	1	20	0	36.7	33.3	13.3
	Cocanada ...	11	8	27.3	4	1	7	6	1	0	36.4	9.1	63.6	55.6	9.1
	Coimbatore ...	63	37	41.3	29	6	29	18	19	0	46	9.5	46	28.6	30.2
	Cuddalore ...	51	43	15.7	35	14	36	17	11	1	68.6	27.5	70.6	33.3	21.6
	Ernakulam ...	25	16	36	8	3	10	8	5	2	32	12	40	32	20
15	Guntur ...	25	21	16	17	3	17	12	8	1	68	12	68	48	32
	Hyderabad ...	25	16	36	10	4	16	6	8	0	40	16	64	24	32
	Jaffna ...	3	1	66.7	0	1	1	1	1	0	0	33.3	33.3	33.3	33.3
	Kottayam ...	24	11	54.2	4	1	10	4	2	0	16.7	4.2	41.7	16.7	8.3
	Kumbakonam ...	53	37	30.2	35	5	16	18	9	0	66	9.4	30.2	34	17
20	Madura ...	58	37	36.2	28	5	25	18	12	1	48.3	8.6	43.1	31	20.1
	Mangalore ...	50	23	54	9	5	20	14	7	1	18	10	40	28	14
	Masulipatam ...	24	17	28.2	9	4	14	8	2	1	37.5	16.7	58.3	33.3	8.3
	Mysore ...	48	21	56.3	19	8	14	17	13	0	39.6	16.7	29.2	35.6	27.1
	Ongole ...	6	5	16.7	2	0	5	4	2	0	33.3	0	83.3	66.7	33.3
25	Palghat ...	42	29	31	19	9	21	17	11	0	45.2	21.4	50	40.5	26.2
	Pudukota ...	20	13	35	10	3	12	12	3	0	50	15	60	60	15
	Rajahmundry ...	52	41	21.2	34	12	35	26	9	1	65.4	23.1	57.3	50	17.3
	Salem ...	17	15	11.8	14	5	13	14	8	0	82.4	29.4	76.5	82.4	47.1
	Shimoga ...	12	8	33.3	7	0	8	1	2	0	58.3	0	66.7	8.3	16.7
30	Tanjore ...	57	47	17.5	40	4	32	32	18	0	70.2	7	56.1	56.1	31.6
	Tellicherry ...	28	20	28.6	12	4	17	13	9	0	42.9	14.3	60.7	46.4	32.1
	Tinnevely ...	74	61	17.6	54	10	57	34	30	0	73	13.5	77	45.9	40.5
	Trichinopoly ...	128	100	21.9	84	15	72	46	39	2	65.6	11.7	56.3	35.9	30.5
	Trivandrum ...	49	35	28.6	19	11	28	19	18	0	38.8	22.4	57.1	38.8	36.7
32	Vizagapatam ...	19	12	37.6	11	8	10	9	6	0	57.9	42.1	52.7	47.4	31.6
	Vizianagrum ...	30	23	23.3	18	0	15	14	1	1	60	0	50	46.7	3.3
The whole Presidency		1,626	1,144	29.6	830	269	879	666	448	22	51.1	16.5	54.1	41	27.6
The Mofussil		1,180	821	30.4	606	177	642	471	300	17	51.3	15	54.4	39.9	15.4

The figures in column 3, be it noted, give number of candidates examined—not registered—at each station. All absentees have been excluded as also three candidates, one at Madras, another

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at Coimbatore, and the third at Tellicherry, whose examination was invalidated by reason of the non-production of the required certificates. There has also been excluded No. 857, of whom

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no trace can be found either in the Pass List or in the Failure List, or even in the *Madras Mail* of January 28 last in which the Register Numbers of all passed candidates were given. The candidate in question belonged to either Jaffna or Kottayam, in all probability to Jaffna. But there were so few candidates examined at Aurungabad and Jaffna, that for purposes of comparison these stations may be safely neglected. Indeed, Jaffna, as a recent *Gazette* Notification shows, ceases to be an F.A. centre after December next.

With regard to failures in the various subjects:—

In *English*, Mangalore practically heads the list with the smallest percentage (18) of failures, while Salem has the largest percentage (82.4). Kottayam, with 24 candidates examined, had 4 failures in English or 16.7 per cent., but Mangalore presented more than twice as many candidates for examination.

In *Optional Language*, Calicut and Vizianagram can boast of no failures, a distinction also belonging to Aurungabad, Ongole and Shimoga, where, however, very few candidate appeared for examination. The worst failures in this branch were at Bellary (45.5) and Vizagapatam (42.1).

In *Mathematics*, the slaughter was terrific. Mysore had the smallest percentage (29.2) of failures, closely followed by Kumbakonam (30.2). The worst station was Bellary (90.9). Twenty, out of the thirty-two centres, had more than half the number of examinees "ploughed" in *Mathematics*, and two centres (Palghat and Vizianagram) had just 50 per cent. of failures. We find that all those who failed at Aurungabad (2), Bellary (30), Hyderabad (16), Jaffna (1), Ongole (5), Shimoga (8) failed in *Mathematics*. For some other stations the figures are: in Bangalore 50 failed in *Mathematics* out of 66 failed candidates; in Berhampore 9 out of 13; in Calicut 11 out of 13; in Cocanada 7 out of 8; in Coimbatore 29 out of 37; in Cuddalore 36 out

of 43; in Guntur 17 out of 21; in Kottayam 10 out of 11; in Mangalore 20 out of 23; in Masulipatam 14 out of 17; in Palghat 21 out of 29; in Pudukota 12 out of 13; in Rajahmundry 35 out of 41; in Salem 13 out of 15; in Tellicherry 17 out of 20; in Tinnevely 57 out of 61; in Trichinopoly 72 out of 100; in Trivandrum 28 out of 35; and in Vizagapatam 10 out of 12. *Mathematics* and *English* were the two most deadly subjects at the recent examination with percentages 54.4 and 51.3 respectively for the whole Presidency.

In *History*, Mangalore has done best with 28 per cent. of failures, followed closely by Coimbatore with 28.6 per cent. Shimoga (12 examinees) has a percentage of 8.3 and Berhampore (21 examinees) 28.6 per cent. of failures. Quite the worst on the list are Salem (82.4), Bellary (66.7) and Ongole (66.7).

In *Physiology*, Vizianagram (30 examinees) stands first with only 3.3 per cent. of failures. The worst stations are Bellary (48.5) and Salem (47.1).

A few closing remarks on the examination as a whole. Bellary and Salem are the worst stations on the list, with only 9.1 and 11.8 per cent. respectively of passes and very high percentages of failures. Cuddalore (15.7 per cent. of passes), Guntur (16), Ongole (16.7), Tanjore (17.5) and Tinnevely (17.6) have also done very badly. The best stations are Calicut (56.7), Mysore (56.3), Kottayam (54.2 or 50) and Mangalore (54). Coimbatore (41.3) comes next, *longo intervallo*. Taking into account the numbers examined, Mysore, it will be seen, practically heads the list. The following figures in connection with the examination in *English* are instructive. In Bangalore, out of 66 failures, 44 were in *English*; Bellary 21 out of 30; Coimbatore 29 out of 37; Cuddalore 35 out of 43; Guntur 17 out of 21; Kumbakonam (alas! how are the mighty fallen!) 35 out of 37; Madura 28 out of 37; Mysore 19 out of 21; Pudukota 10 out of 13; Rajahmundry 34 out of 41; Salem 14 out of 15; Shimoga 7 out of 8; Tanjore 40 out of 47; Tinnevely 54 out of 61; Trichinopoly 84 out of 100; Vizagapatam 11 out of 12; Vizianagram 18 out of 23.

OUR UNIVERSITY CORRESPONDENT.

CAMBRIDGE, February 1897.

I am writing in the midst of such a 'blizzard' as has not been known in England for sixteen years. The snow lies thick upon the ground; all the customary games are suspended, and even skating is impossible. It is hard to find out what is going on at the distance of a few hundred yards; and indeed it is only from analogy that one guesses that lectures and coaching are still proceeding as monotonously as ever. Nevertheless, a few papers and a few under-graduates have succeeded in penetrating to my retreat; and I am therefore able to say something about matters of current interest.

One of these papers is the two hundredth number of the under-graduates' journal, the *Granta*, in which Mr. R. C. Lehmann and several old contributors again write over their once well-known signatures. Mr. Lehmann's article contains an antithesis apparently new; he speaks of freshmen as 'apt, while yet their budding minds were green, to shave expulsion or to beard a Dean.' The longevity of the paper (for one of its short-lived class) is shown by the fact, now recorded, that its first number appeared just about the time when Cambridge last won the boat race. Its new Editor is the present President of the Union, Mr. P. W. Wilson, of Clare.

I spoke some time back of the establishment of a chair of Mental Philosophy in Cambridge, towards which Professor Sidgwick so generously contributed by resigning a large portion of his stipend as Professor of Moral Philosophy. The new chair has been filled by the appointment of Dr. Ward, of Trinity, the author of the Article on Psychology in the *Encyclopedia Britannica*. Dr. Ward is now Gifford Lecturer at Aberdeen, and has been Tutor of Trinity for many years. He took his degree as senior in the Moral Sciences Tripos about twenty years ago, and gained his Fellowship in this subject—a distinction exceedingly rare.

While Mental Science is thus so admirably provided for, Political Science, if we may believe Mr. Oscar Browning, is in danger. 'O. B.' has been stirred, by the proposal of a revolution in the Historical Tripos, to write, not a fly-sheet, but a pamphlet of forty-three pages, on the question, and an admirable pamphlet it is; bristling with facts and arguments most ably marshalled. I wish my space would allow me to do it justice; but I must content myself with a brief summary.

The Regius Professorship of Modern History was established in 1724, to teach recent history and modern languages. A certain number of scholarships were founded, tenable for three years, the progress of the scholar was to be reported from time to time, and a well-conducted scholar was sure of a place in some public office. In a word, the Professor was to train for parliament, diplomacy, and the civil service. This remarkable experiment, remarkable especially when we consider the time at which it was made, was for some reason or other, after a trial of unknown duration, discontinued. Now, argues Mr. Browning, when the Historical Tripos was established in 1873, Seeley, who was then Professor, and who had a great hand in shaping its form, meant it to take the place of that forgotten scheme of 1724. It was to be a *Political* Tripos. So in fact it remained till 1885, when a change was made in the direction of increasing the historical element in the Tripos, without in the least diminishing its political character. Now, however, Professor Prothero and others desire to cut out the political questions, and to substitute others on purely historical matters. This, says Mr. Browning, is to revive Mangnall's questions. It is to destroy the educational character of the Tripos, and to re-introduce the crammer and the text-book. Above all, it will do Cambridge great injury in the competition with Oxford. 'The existence of Greats at Oxford, the training for which implies the constant writing of essays, the encouragement of individual thought, and the power of literary

expression,' is the great reason why the best literary school-boys go to Oxford. 'Of course we are aware,' says Mr. Browning—here the Oxonian may perhaps part company with him—that an Oxford training too often produces the sciolist, the journalist, the man of letters, who has acquired dexterity in concealing his ignorance and alluding gracefully to many things. But the qualities which Oxford gives the modern world will have. The Political History Tripos, if properly worked with copious essays and discussions, offers a training something like the preparation for Greats. Destroy our Political Tripos and you will deprive the advocates of Cambridge of one of their most persuasive arguments.'

I have dwelt thus long on this topic because I believe that in India the question of the true method of historical study is as interesting and important as it is in England; and because the arguments both of 'O. B.' and of his opponents show a healthy recognition of the necessity of a practical advantage in the studies pursued in our Universities. Nowadays the book learned block-head, ignorantly read, with loads of learned lumber in his head, is an anachronism. He must be replaced by the man whose theoric is subordinated to the art and practice of life. The Universities are places first of education, and only secondarily of learning.

There is the usual list of deaths among old University men. Mr. J. R. Phillips, who so unfortunately perished with the Benin expedition, was a member of Trinity College, Cambridge, where he took his degree in 1885. Dr. Basil Jones, Bishop of St. David's, had been Scholar or Fellow of three Oxford Colleges, Proctor in 1861, and Select Preacher in 1876. It was as a Scholar of Trinity that he made the acquaintance of his fellow-scholar, Freeman, the historian, with whom he did much antiquarian work. The Oxford Magazine also, in connection with the death of Sir Travers Twiss, reminds us that he too was an Oxford man. It was about him that a famous *bon-mot* was made.

As Professor of Civil Law it was his business to introduce a candidate for the degree of D. O. L., which he did in the customary terms. 'Adest vir doctissimus illustrissimus'—'Et Travers Twissimus' was the cry from the gallery.

At the Cambridge Union there has been a change from the ordinary run of political debates. The House decided, by a majority of fifty to thirty-three, that the last twenty years have seen a decline in the quality of the English novel. From the speeches made it would appear that the under-graduate of to-day thinks very little of Marie Corelli, does not appreciate John Oliver Hobbes, and has only an academic liking for Thomas Hardy. He has no sympathy for the Sorrows of Satan, prefers emotions without a moral, and would like Jude better if he were not so obscure.

A new club, as if there were not enough already, has just been started in Cambridge. Its name is to be the Grafton; its objects are less easy to discover. Mr. Oscar Browning, who is treasurer of every other institution in Cambridge, is to be President of this one. Mr. Edward Terry opened it, expressing the hope that the Grafton would follow on the lines of the Savage Club. Mr. Arthur Roberts and Mr. Charles Hawtreay are honorary members, so that it would seem as if the club is to have something to do with the stage. What its colours are to be we shall soon know; for Mr. Browning has promised to wear them as a kind of symbol of a blameless life.

Hitherto, when we wanted texts of the classics without notes, we have either had to put up with the antiquated Oxford series, or unpatriotically to procure volumes made in Germany. We shall now be able to support home industry; for there is to be a new set of Oxford classics, edited by competent scholars. The text will be as good as it can be made, and as for the print and binding—will the books not come from the Clarendon Press? Most of the Editors are well-known as specialists on the books they choose: for example, Cicero is undertaken by Professor

Wilkins, Homer by Dr. Mouro, Tacitus by Mr. Furneaux, Aeschylus by Mr. Arthur Sidgwick. To use the cant phrase, this series will supply a felt want; for next to a really good annotated edition of a classic, the most desirable thing is an edition without annotations at all. It is expected that some at least of these books will be out in a very short time.

While on the subject of books, I might mention the one volume edition of Browning, printed on the beautiful India paper of which the Clarendon Press alone possesses the secret. There are eleven hundred pages, in one volume, well printed.

A scheme is on foot for opening a subscription list in the University for help in meeting the dreadful famine from which India is suffering. At present nothing definite has been done; but I am certain that in no place is sympathy for India more keenly felt than here. The presence of Indian Civil Service students, and of so many Indian under-graduates, links us to India by more ties than bind any other town in England; and that the sympathy will take a practical form, either by personal subscriptions or by a general scheme, is absolutely certain. Many old Cambridge men in India will doubtless be already distributing relief provided by the willing generosity of present Cambridge men.

At the very moment of posting, I learn that a collection, on behalf of our distressed Indian fellow-subjects, will be made next Sunday at King's College Chapel. The audience will be even larger than usual, and the collection, we hope, worthy of the object, and of the traditions of the place. Those unable to be present can send their subscriptions to the Town Clerk, who will forward them to the Lord Mayor of London.

OUR LONDON LETTER.

LONDON, February 1897.

At last we have the Government's second attempt at relieving the voluntary schools before us. It is simplicity itself, and though open to considerable criticism on many grounds, will

probably pass. All voluntary schools deemed by the Education Department to be in need of pecuniary help will receive a grant amounting to at most 5 shillings per scholar, together with a share of any surplus remaining through some schools being awarded less than the full amount. All voluntary schools are exempted from paying the ordinary local rates, and the limitation as to the amount of grant which can be earned by such schools has been abolished. In awarding the grant regard will be had to the amount of voluntary contributions, as well as to the actual financial need of the school; and a distinction may be made in the treatment of town and of country schools. Schools are expected to form themselves into groups or 'associations'—unless they object on religious grounds—under Central Committees, and in distributing the grant for the group, the department will, presumably, be largely influenced by the advice of these Committees. A school refusing to join an association—except as above—forfeits the grant.

The 'association' arrangement is evidently designed to secure local interest, control and watchfulness; each representative seeking as much for his own school as possible will watch and be watched; bogus claims will be discounted; accounts will be looked into, by those who are familiar with the accounts of voluntary schools; they may even be audited; the distribution will perhaps tend to something like a fair system. But local and religious jealousies may creep in; the representatives of rival and competing schools will be brought face to face—and often these will be Churchman and Dissenter! Of course the Department is the final arbiter and moderator; but these local councils will not always be models of brotherly love.

What use is anticipated in the distinction between town and country schools is not apparent. The audit should be compulsory; for the accounts of these schools are notoriously peculiar. Altogether, very substantial help indeed is afforded by the bill to these private schools, for such they

are practically. Even since this very bill was introduced the case of three teachers who had received notice of dismissal for refusing to become regular 'communicants' of the church to which their school belonged was brought before the Commons, and Sir John Gorst while expressing very deep regret, confessed that he was powerless in the matter! According to the Government requirements, as laid down in the Code, each school must have a body of three or four 'managers,' on whom its control and oversight are vested. Generally, however, the management falls into the hands of one man—the clergyman, who works the school to his own advantage in many ways—in requiring the performance of extra duties by the teachers, and sometimes there is no board of managers at all, the parson obtaining the needful signatures to such documents as require them. This system is being strengthened by the present bill. Extra aid is given without introducing representation or control; public money is being administered and a public work being done on a hole-and-corner fashion, to serve sectarian ends; and this extra power of the purse will give the parson still further power over the schoolmaster. The State will go on paying for the teacher to do a national, a public work; but it will leave the teacher entirely on the hands of the parson to be squeezed more or less according to his necessity.

This is the great objection taken to the bill by the Liberals and the supporters of outside control and representative systems. They also complain, and some supporters of the Government are with them, that a difference is now made in the treatment of Board and of Voluntary schools. True, Mr. Balfour has promised to deal with Board schools later in a similar way. But why not now? The distinction excites suspicion. The excuse is that a different machinery is needed. But the whole measure is tainted with ecclesiasticism; its object is to support those who are clamouring not to make education effective but to get their own peculiar theological tenets taught at the expense of the public who care for none of these things.

The Government has definitely promised in the most satisfactory way through the Duke of

Devonshire to take up Secondary Education as soon as time permits, on the lines of the late Commission's Report.

The London County Council's scholarship scheme is commanding more and more favour each year, and last week the Prince of Wales distributed the 800 certificates awarded last year. Their Junior scholarships of £10 a year are given to the children of poor parents—an income limit being imposed—on the result of examination; then follow Intermediate Scholarships limited to children whose parents could not be expected to keep them longer at school (Income limit £400), worth about £25 a year besides covering cost of schooling, and available till the age of eighteen. This group is of course much fewer in number than the former. Last come the Senior scholarships, few in number, to enable young people of 18 or 20 who show exceptional ability in art or science to continue their studies at the Technical College or the University. Grants to supplement inadequate scholarships are also made occasionally. Besides these there is a distinct group of miscellaneous scholarships varying in value for students at evening schools, craft schools, technical cookery, domestic economy and other classes. Thus a complete machinery is provided for "ability catching": true much "inability" is caught by mistake, but dropped at the expiration of its period; whilst the really able ones succeed in getting a scholarship of the next higher grade. If a ladder should be provided to facilitate the escape of every clever boy from the working classes, this scheme seems to meet all requirements. Though directed by a Committee of the County Council, aided by co-opted advisers, it is not supported out of the ordinary rates; as your readers may know, this and much beside of our educational work is supported out of the proceeds of the duty on whisky!

OUR GERMAN LETTER.

In several parts of Germany, towards the end of the year 1896, the Centenary of Carl Loewe, the great musical composer of ballads, was celebrated. For some time, this great musician and his

works were almost forgotten, and it is only lately that his excellent compositions have been brought again before the public. One can scarcely understand that Loewe dropped for some time almost into obscurity, for as a composer of ballads, he is unsurpassed. His "Erkönig" is considered by a good many of his admirers almost superior to Schubert's, and his "Uhr," the "Watch," "King Heinrich," "Douglas," &c., enjoy an immense popularity on account of their originality. His Oratorio "Die Apostel von Philipp" composed in 1836 was then considered the greatest and most sublime work for male voices. King Frederic William the IV of Prussia was an enthusiastic admirer of his music. Loewe was born at Lobejün, a little town between Halle and Köthen, on the 30th of November 1796. He was the son of an organist and the youngest of twelve brothers and sisters. Characteristic of his youth was his love for the romantic. When ten years old, he entered the "Francke Stiftung" at Halle, and by his magnificent voice he drew the attention of Madame de Staël and of King Jerome on him, who granted him a yearly stipend of 300 thalers for his musical education. At Jena he associated with Goethe, the great Ballad writer, who influenced him in no small degree. From Jena he went to Stettin, where he taught at first as a master at the Gymnasium, but soon became the town's "music director." For forty-six years he worked with great zeal and undying enthusiasm in this place, until bodily ailment forced him to give up his position. He went to Kiel, where he died on the 20th of April 1869. According to his wish his heart was put into a silver case and immured in the choir of St. Jacob's church at Stettin. The town of Kiel has set up a monument to him, made by the sculptor Fritz Schaper.

For some time the great question of Duelling has been in discussion both in Parliament as well as in private life. Conrad Köster has expressed his opinion on duelling in the "Universitäts-Leitung" with laudable frankness, and before him Prof. von Below proved that Duelling

had been imported into Germany from France as a kind of sport, which the German had taken up at first with great reluctance, owing to his stern and solid character. But owing to our army life Duelling has gained more and more favour among the upper classes. It is especially the "Offiziers Ehrengerichte" (councils of honour) that force many a young fellow into a Duel, in most cases, for mere trifles. Officers, who decline a Duel on religious or other reasons, are sure to be dismissed from the army list, as it happened not long ago with three brothers, Roman Catholic counts. It is a remarkable fact that these "Ehrengerichte" should demand from a man an action which is forbidden by law. An insult amongst "gentlemen" must be settled by a bullet or a sabre cut. Students think the Duel forms and hardens the character, but according to Köster, experience teaches us that only physical courage and physical skill are developed by the Duel, whilst moral courage is suppressed and not taken into consideration at all. Especially those students, whose morals stand pretty low, try to raise themselves by dueling and so gain a position amongst their fellow-students, which otherwise it would be impossible for them to gain, just as the most brutal professional boxer or foot-ball player in England will always be an object of admiration amongst sport-loving gentlemen. These gentlemen-duellists become a real plague to society, especially when they get permission to wear the "reserve-officer's coat," the enticing bait for the young officer. Köster thinks the only way to get rid of Duelling is the introduction of "Allgemeine Ehrengerichte" (general councils of honour, amongst students, which will have to settle any disputes and rows amongst students. But they must have an official character. The technical High-school in Charlottenburg, Berlin, has made a start in this respect, though it is being opposed by the fighting students clubs of other Universities.

At the University of Strassburg some of the students had been very noisy during certain lectures, and after repeated disturbances one of

months had been prosecuting his scientific studies in England to the entire satisfaction of the Syndicate, but who had not yet had time to take his degree. While all was thus peaceful and no danger apprehended, suddenly last monsoon a bolt was shot from the blue, and a brief communication was received from the Government of India at Simla announcing that after the year 1896, Gilchrist Scholarships would cease to be awarded to Indian students. No cause for the withdrawal of the scholarships was assigned and no explanation was offered. It was not stated or even hinted that students presented by Indian Universities had been unsuitable persons, that they did not justify their appointment, or that they had shown themselves ungrateful or undeserving in any way. On the contrary he had just shown that the only two students presented by the Bombay University had been in every way most capable and deserving, and he had no doubt the other Indian Universities had exercised similar care in appointing only able and well qualified students. On receiving the letter from the Government of India the Registrar by the instructions of the Syndicate wrote to the Gilchrist Trustees to express the regret of the Syndicate and to offer any explanations that might be necessary if the Trustees would place them in possession of the reasons which had led to the withdrawal of the scholarships; but no reply had been received from the Gilchrist Trust. The Syndicate also requested the Vice-Chancellor, Hon. Mr. Justice Jardine, who was then in London, to call at the office of the Trust in Westminster and endeavour to obtain some information of personal enquiry and, if possible, get the matter reconsidered. Mr. Jardine called twice at the office of the Trust but on both occasions found no one there, and on making enquiries at the India Office he was informed that the India Office had no direct concern in the matter and disclaimed all responsibility for the action of the Gilchrist Trustees. The efforts of the Vice-Chancellor therefore led to no result and elicited no information. The Syndicate had, however, received a communication from a private and unofficial source to the effect that the income of

the Trust was believed to have been reduced by speculation or depreciation of securities; and that, as some measures of retrenchment were imperative, the Trustees had done in the present case what had unfortunately been done too often on other occasions, they had made India suffer by withdrawing the Indian scholarships, while no injury was done to the Colonies. If this was true the Senate would agree with him that a cruel wrong had been done to the rising youth of India, and that the Trustees should be called to account for the way in which they discharged the duties imposed upon them; and under any circumstances, whatever considerations had prompted the Trustees to withdraw the scholarships, the Indian Universities had a right to have at least an inkling as to what those reasons were and should not be left entirely in the dark. It seemed as if the Gilchrist Scholarships on their foundation were intended for Indian students in the first place and before all others; a boon had been solemnly conferred on India without the most distant hint of possible discontinuance in the future; and it was the duty of the Senate to enter a temperate but firm and dignified protest against what looked very like a breach of faith and was undoubtedly an act of grave injustice. The Senate of the University of Calcutta had already entered a protest against the withdrawal of the scholarships, and so this University by recording a similar protest to-day would be standing side by side with her Calcutta sister, and would be contributing strength and support to a movement which ought to be one and unanimous throughout the Universities of India. He might further say that the Syndicate, in addition to forwarding this protest from the Senate to the Gilchrist Trust, intended to approach the Government of India and endeavour to enlist the good offices of Government in the matter in the hope that Government would move the Secretary of State to put pressure on the Gilchrist Trustees and induce them to reconsider their hasty determination to discontinue the scholarships. In conclusion, he moved the following resolution:—
“That, having regard to the benefit which has

been conferred on the cause of higher education in India by the institution of the Gilchrist scholarship, the Senate of the University of Bombay express their regret at the proposed withdrawal of the scholarships, and respectfully request the Trustees to reconsider their decision; and that the Registrar be authorised to send a representation on the subject embodying the above resolution to the Gilchrist Trustees.”

Dr. MacDonald, in seconding, corroborated the remarks of the mover of the resolution, and said that when in past years boys from his school had competed for the Gilchrist Scholarships they had invariably been required to prove that they were partly of Asiatic descent, and in one case a boy had traced his pedigree three or four generations back in order to prove this fact and render himself eligible. This showed that the scholarships were intended originally and primarily for natives of this country and that Colonists had a secondary and inferior claim. The discontinuance of the scholarship was an act of injustice to India which required explanation, and he cordially supported the resolution.

On being put to the vote the resolution was carried unanimously.

The friends and admirers of Mr. Chatfield, our Director of Public Instruction, are bestirring themselves to show their appreciation of him by raising a “Chatfield Memorial Fund.” As Mr. Chatfield is to retire on April 1st, after having spent nearly a quarter of a century in this responsible position, it is very appropriate to make timely arrangements for the perpetuation of his memory in educational circles. Representative meetings were held in Poona, Ahmedabad, Bombay, and Dharwar during the month, and sub-committees were appointed to co-operate in raising funds. By the end of the month more than 7,000 rupees had been subscribed, chiefly by former pupils and present subordinates of Mr. Chatfield’s. It is to be hoped that good use will be made of the funds in the service of education, and we rest assured that if Mr. Chatfield himself has a word to say in the matter, he will see that the very best interests of education will be secured.

While the Hon’ble Mr. Kirkham, Educational Inspector, C.D., will be away at Mahabaleshwar on two months’ privilege leave, Mr. Prior, the Principal of the Elphinstone High School, will act for him, and it is likely that this gentleman will finally succeed Mr. Kirkham when the latter retires from his post.

The Plague or Bubonic Fever is still in our midst and is making its presence felt by depleting schools and colleges. In Bombay, many schools that had adjourned till February 1st had on re-opening to adjourn again for an indefinite period. Some schools re-opened and continued, but are carrying on a meagre existence. In Poona City, most of the schools under private management have had to close, so has the Ferguson College. The Deccan College, the Poona High School, and, I think, the Female Training College and Normal School are still carrying on their work, though even some of them feel the effect of the panic by the reduced numbers that attend. The European Schools in the cantonment are so far little affected and are going on much as usual, except that perhaps a few boarders from distant places have been withdrawn. There is no saying, however, how long this state of things may last, and when it will change, and whether to the better or to the worse.

Our Mahomedan friends are, in spite of the plague, taking a lively interest in the progress of primary education among their co-religionists. They held a meeting on the last Sunday in January for the purpose of “publicly recognizing the laudable efforts of the Joint Schools’ Committee.” Moulvie Nizami and Mr. Sayid Muinuddin, Deputy Educational Inspector for Urdu schools in Bombay, spoke of the marvellous development primary education had experienced under this Committee. Up till very lately there were only two schools, but now there were in all ten under its direction, and the attendance in these was very large. Mr. Sayid Muinuddin very properly pointed out that they must not expect everything of him, as he did and would do nothing beyond his duty as an inspector, but that the greatest responsibility rested with them and they had the future of primary education

among Mahomedans in their hands, so they should lend a helping hand to the Joint Schools' Committee, thus taking part in this noble work.

CONTEMPORARY EDUCATIONAL PERIODICALS.

The February number of the *Educational Review* of London is an exceptionally good number and contains many interesting and readable articles. The first article is an appreciation of Mrs. Bryant, D.Sc. Mrs. Bryant was the first woman who obtained the degree of Doctor of Science of the University of London, and one of the three ladies who served on the Royal Commission appointed to inquire into secondary education. For a long time an assistant to Miss Buss in the North London Collegiate School for girls, Mrs. Bryant succeeded to the Headmistressship of the institution after the death of Miss Buss. She has bestowed much attention on the scientific theory of education, and the psychological basis of its principles. Being herself an ardent cyclist she is an enthusiast on the subject of athletics. She has made many valuable contributions to philosophical, literary and educational journals.

The second article contains the presidential address delivered by Canon Fowler at the annual meeting of the Headmasters' Association held last January. Canon Fowler thinks that any Bill for the organization of secondary education should contain provision for three things:—(1) Firstly, a strong Central Authority to guide the Local Authorities in what must necessarily in many cases be a very delicate task; (2) a strong and representative Local Authority to give the whole scheme a driving power at close quarters, to rouse the interest of the several localities, and to decentralise secondary education as far as details are concerned; (3) an Educational Council as part of the Central Authority for superintending the registration of teachers and other professional matters which may be placed under its jurisdiction by the Minister of Education.

The *Registration of Women Teachers* is a review of an article on the same subject that appeared in the January number of *Blackwood*. The anonymous writer in *Blackwood* makes the following suggestions:—

"If a register is to be created, it might be enacted that no teacher should be placed on it unless she has been actually teaching for a continuous period of not less than three years, and

can produce testimony to her ability as a teacher from her employers. In addition it might be made one of the duties of the most experienced inspectors of the education department to be present at several of the lessons of teachers desiring to be placed on the register. They would be able to report to the proper authorities concerning the fitness of the teachers in question for their work. The Inspectors would have the opportunity of noting to some extent the effect of the character and influence of the teacher on her pupils, and their reports would furnish an all-round guarantee of efficiency. It would also be their duty to enquire concerning the previous education and training of the teacher; such data would help towards forming the ideal teacher of the future."

In *Some Aims of Education* the editor reviews an address on the same subject by Mr. M. E. Sadler of the Education Department to the members of the Cambridge Training College Guild. We take the following from the address:—

"The educational aims of a great nation are the outcome of 'far-off things and battles long ago.' They have been shaped by 'the imaginable touch of time.' Our plans of education are closely intertwined with the very fibre of the nation's life, bound up not only with its social and political condition, but with religious principles, and with the twist of its mind and the warp of its prejudice. That is why it is easier to propose educational changes than to carry them out."

"We find that it has been easiest to get men to agree to a definition of the aims of education, not necessarily at times when a conviction of the importance of education has been most widely spread, but when intellectual conditions have allowed or produced in a nation considerable unity of belief—a term under which I should include agreement, whether avowedly religious or not, on the great principles which determine the standards of moral judgment. My impression is that, despite some appearances to the contrary, these conditions do not at the present time exist either in Germany, or in France, or in England."

The following editorial remark contained in a *Note on the Queen's Speech* deserves consideration. "Education is a trust, not a property; and those who live by it have no right to regard themselves as irresponsible, seeing that their efforts are expended on those who will by and by take their places as citizens of the larger world."

The *Journal of Education* of London for February begins as usual with "Occasional notes" on current topics. Mr. F. B. Kirkman gives the

third instalment of "An Experiment in Modern Language Teaching." The Modern Language teacher, urges Mr. Kirkman, should endeavour to impart to his pupils, through the medium of the foreign speech, a knowledge of the foreign country and its people. Furthermore, he must seek to realize this ideal in the school, that is to say, he must do what he can to develop in the classroom the spirit of wide sympathy, by interesting his pupils in the deeds and thoughts of another nation, and by making them, if possible, acquainted with foreign children of their own age. The article of "Karl Delisle" on "Wanted—A faith" contains very sensible and thoughtful remarks. We take the following paragraph from the article for the benefit of our readers:—

"Education, rightly understood, is the chief aim of every man and every nation. Not knowledge only; not even knowledge chiefly; still less book-learning; but the due development of all powers, physical, mental, and spiritual. Instruction is a small part of education; the machinery of instruction still less. We who have learnt at the Universities something of the meaning of education have a duty to our less-favoured fellow-countrymen. We can tell them of the treasures to be found in books. We can convince them by our lives of the effect of education upon the judgment. We can show how the scientific spirit is a fitting preparation for the difficulties that cross the path of life at every step. The power of weighing evidence, even in trivial matters; the power of subjecting things to one another in their true proportions; in short, the power of living—this comes from a true training of all the faculties. In our civilization book-learning has overshadowed all else. But book-learning, as we said, is a small part of education. This is what is needed: to teach people to live their lives fully; to be good citizens; to be good fathers and sons, good mothers and good daughters, and good husbands and wives; to teach every one that, just as the State has a duty to the individual, so has the individual a duty to the State; and to teach how this duty can best be fulfilled. Above all, to realize that this knowledge of life, this ability to meet daily problems with calm judgment, this formation of character, in short, may be greatly aided by the study of nature or of man—of science or philosophy. This is the belief that should inspire the teacher in his class-room, the lecturer in his technical institute. He is helping such or such a boy to curb his passions, to develop his strength, to give him that force of character which will make him a free man, not a slave; and make him happy in his own life, and happy in his influence on the lives around

him. Deep faith, infinite patience and love, untiring energy and sense of responsibility—these are what are needed."

Mr. C. S. Bremner gives in a chatty article a pretty full report of the interview he had with Mrs. Brander, Inspector of Girls' Schools, Madras, who is now in England on a year's furlough.

The leading articles in the February number of the *Educational Times* of London do not contain much matter for thought. The first deals with the prospects of legislation in the near future concerning secondary education, while the second draws the attention of the Committee appointed by the Education Department to report on the education of children of defective intellect to Mr. Douglas Morrison's lucid and highly important work on "Juvenile Offenders."

Guy Cadogan Rothery gives a very interesting account of the life and work of "the Angelic" Agnesi, who is better known as the pious sister Maria of the Roman Catholic order of the Blue Nuns or the Sisters of Charity. The learned Margarita Gaetana Agnesi, the elder daughter of Signor Agnesi, Professor of Philosophy and Mathematics, in the University of Bologna, was born in 1718. She was mistress of Latin, Greek and many oriental languages before she was twenty, and many travellers purposely visited Bologna to see the "Walking Polyglot," as she was called. In 1738 a book containing ninety-one of her philosophical theses was published by her father, and in 1745 she startled the learned world by bringing out her "Institution Analitiche," a work in two volumes on higher mathematics, a book which was afterwards translated both into French and English. When she was about thirty her father was taken seriously ill, and had to give up his University teaching. The brave daughter, appealing to the University Council, obtained permission to carry on her father's lectures in the schools. After long years of labour she resigned her chair, took the veil and gave herself up to the study of the doctrines of the Roman Catholic Church. About the middle of her life she retired from her friends and admirers, and devoted the rest of her life and her not inconsiderable fortune to the poor and sick. She passed away quietly and happily in her eighty-second year, on the 4th of August 1799.

Besides these this number also contains a full report of the half-yearly general meeting of the College of Preceptors held in January, and a brief and lucid summary by Mr. W. M. Hardman, M.A., of the views of the Royal Commission on the training of teachers for secondary schools.

The *Practical Teacher* for February is as usual full of interesting and instructive matter, which does not admit of being condensed and presented to our readers.

Reviews and Notices.

Music Course Complete, BY T. H. BERTENSHAW, B.A.,
B Mus. Longmans & Co., 1896.

Messrs. Longmans & Co. have sent us a neatly got-up manual of more than four hundred pages bearing the above somewhat imposing title. It is in three parts, and we may possibly concede that Parts I and II contain as much as it is useful to print for the student of average intelligence.

Part I is elementary and devoted mainly to notation. Part II contains a fairly complete harmony course and a few words on counterpoint. Part III is more of a dictionary than a manual, and we must say the author is ill advised in trying to compress into one hundred and twenty pages a complete description of the various musical forms. A few chapters on the art of composition, such as take up pages 289 to 333, would have been all that is needed to make the work useful.

We have read over the definitions with much care, and we are inclined to think that musical sounds should be treated from the very first as to their pitch and duration. By doing so, the clef and the note can be simultaneously described as representing pitch and duration respectively. It may be only a small matter, but we do not like the practice of writing a note without placing it in connection either with the staff, or at least a ledger line, in fact the two things ought never to be disconnected. Chapters IV and VI err considerably in this respect. Having mentioned the one point which we think Mr. Bertenshaw might improve upon in a new edition, we have nothing else but praise to bestow upon the rest of the elementary course. It has been made as complete as possible by the inclusion of a chapter on elementary acoustics, and a glossary, and probably the author was well advised in making his remarks about temperament, on page 56, very brief. All the same we think the information there omitted ought to have been supplied somewhere else in the book.

For part II, dealing with harmony and counterpoint, we have nothing but praise; for the various stages in the study of the science of harmony come in an order which from personal experience with pupils we have found the most helpful, and

there is more importance to be attached to this than persons not employed in teaching may think. There is not room for much originality in dealing with a figured bass. Rules of harmony have become pretty well crystallized by this time, and he would be a bold man who propounded others. The rules set forth here however are put down in a very clear and intelligible manner without too many words, and in each case copiously illustrated. We like the expression "Secondary Sevenths." "Secondary" is a correlative term to "Dominant" and undoubtedly best describes what is meant to be expressed. For the same reason we prefer the term "pluperfect" as used in a little manual by Mr. Dunstan, to "augmented," as it is a correlative to "imperfect." We cannot help wishing Chapter L, on the subject of harmonizing a melody, had been a little longer. It is the first call upon the student's originality or powers of imagination, and it is where all students come to grief. The author's remarks are so good that we feel somewhat aggrieved to find they come to a conclusion in ten pages.

Part III, we have already said, is more of a dictionary than a musical work. There is an excellent treatment of the art of composition, and a capital description of the sonata form. But the author tries to include a description of every other form, and the fugue alone with its literature is a subject upon which books might be written. Upon this and upon many other forms his remarks are so brief as in places to induce error. To take his remarks on fugue for example. We are not told why it is necessary that, in cases, the answer should not be real. True we are told that it is necessary that the tonic in the subject must be represented by the dominant in the answer. That is not a reason however, but only a re-statement of the original fact, nor would it explain the exposition in the alto, in Handel's *Amen Chorus*. The reason, of course, is a very simple one, that is to avoid wandering too far away from the original key. Considering that a fugue is the very highest development of musical theory, the subject might have been treated in a more dignified way than coming third in a chapter devoted to "imitation canon and fugue." The two former are practically only the playthings of the musician. However we do not wish to find fault, but simply to indicate to the author that from p. 371, say to the end, might be very considerably expanded and brought out separately.

The musical examples are copious but they are extracted for the most part from works and authors not immediately accessible to the student.

Whether this is an advantage or not we cannot say. We should like to ask what authority has the writer for saying that Handel intended to add a third movement to the overture to the Messiah? And what authority has he for asserting that the D in alto in fig. 327 (Beethoven Op. 31 No. 2) is intended to be an example of a pedal in the highest part? Many musicians consider it was left owing to the defective compass of the instrument in Beethoven's day. We do not suggest the writer is wrong; it would be interesting to know if he has any fresh light.

Shakespeare the Boy, BY W. J. ROLFE, LITT.D.,
Illustrated. New York. Harper and Brothers,
1896.

This is a dainty work dealing with the home and school life, the games and sports, the manners, customs and folklore of the time of Shakespeare. The book is primarily intended to give boys "some glimpses of rural life in England when Shakespeare was a boy, and also to help them—and possibly their elders—to a better understanding of many allusions in his works." Dr. Rolfe has been to the ordinary sources of information, and from the realistic manner in which he describes the country surrounding Stratford-on-Avon, it seems clear that he, like so many of his countrymen, has made a pilgrimage of love to the county most closely associated with the name of Shakespeare. We are grateful to Dr. Rolfe for so vividly and enthusiastically recalling scenes and places where years ago we often fondly lingered. His book is calculated to remind Englishmen of the duty they owe to a county which so far as our experience goes is much more appreciated by Americans than by Englishmen. Shakespeare is indeed the common ancestor of English and Americans, but his name is associated with England, not with America, and we do not think it creditable to Englishmen that they should visit so rarely a county charming for beauty and fascinating for its numberless associations with a long past, and in particular with a genius whom all the world delights to honour. A few years ago we met in Warwickshire a gentleman whose name is famed as a writer and preacher, now the Dean of a leading Cathedral, to whom the works of Shakespeare must have been as household words, and yet though he was well on towards his sixtieth year and had lived for years within a hundred miles of Warwickshire, had never before visited that county. He knew the countries of Europe and others outside that continent—he had lingered lovingly over spots con-

nected with the names of the Brownings in Italy, but he had never been in the county which for many reasons an Englishman should hold dearest of all. Dr. Rolfe's book, with its vivid writing and its exquisite illustrations, will help to bring home the personality of the great poet to the minds of the thousands of Hindu students who have to study Shakespeare as part of their college curriculum. In a way it will counteract the one-sided study of the poet—one-sided because based almost exclusively on philology and grammar.

The book, as the title indicates, is limited to illustrating the life of an ordinary English boy at the time of Shakespeare, but to do this adequately many subsidiary subjects have to be touched upon and consequently the book under review is, more or less, a guide to the complete life of the Elizabethan period, and would have been completely so had the author included Shakespeare's life as a young man in London. A chapter on the important subjects of trade, commerce and maritime development might have been added. As it is the book admirably depicts the country life of England, and in particular the kind of life Shakespeare is likely, as a boy, to have led. We recommend the book as equally suitable for a gift book or for the college library.

The Greville Memoirs, a Journal of the reigns of King George IV, King William IV and Victoria, BY THE LATE CHARLES C. F. GREVILLE, Esq. EDITED BY HENRY REEVE, C.B., D.C.L. A New Edition, in eight volumes. Longmans, Green & Co., London, New York, and Bombay, 1896.

Charles Cavendish Fulke Greville, the well-known writer of memoirs of his time, was born in 1794. In 1821 he was appointed Clerk of the Council in Ordinary, which post he held till 1860. By birth, by character, and by intelligence Greville was fitted for the task of his life. As Clerk of the Privy Council, he came into close and frequent contact with the political leaders of the day, besides other distinguished personages of his time. Fortunately, he had the inclination and the necessary talent to avail himself of this unique advantage, and consequently we have a number of memoirs of considerable literary merit touching on current topics and persons of the day in so simple and realistic a manner that the events seem to be re-enacted and the personages to live over again. The *Memoirs* are essentially the material from which history is composed. They cover the reigns of George IV, William IV, and more than half of that of Queen Victoria. In the words of the Editor, Henry Reeve, C.B., D.C.L.,

"These journals bear evident marks of the changes which are wrought in a man's character, style, and judgment by the experience of life and the course of years; and they fall naturally into the three periods or divisions of Mr. Greville's life which I was led from other causes to adopt." The First Part, which was published in 1875, covers the reigns of George IV and William IV, and in these Greville "appears as a man of fashion and of pleasure, plunged, as was not inconsistent with his age and social position, in the dissipation and amusements of the day. The style is loose; the substance anecdotal; many of the opinions are crude, and corrected by subsequent experience." In the Second Part, embracing the years 1837-51, "he enters with all the energy of which he was capable, upon the great political struggles of the time—the earnest advocate of peace, of moderation, of justice, and of liberal principles." It is in the volumes comprising the Second Part that Mr. Greville is seen at his best. In the Third Part which was published in 1885 and which covers the years 1852-60, there is "less of novelty and original information than the preceding portions of the work," inasmuch as Mr. Greville had with advancing years gradually withdrawn from society.

The Greville Memoirs are too well-known to need any recommendation from us. In this the sixtieth year of the reign of the Queen Empress they make appropriate and welcome reading. They would make a most suitable course of study for the history branch of the M.A. degree, and in this connection we beg to bring the work to the notice of those to whose lot it falls to draw up the curriculum for the M.A. course.

Ratzel's History of Mankind. Macmillan & Co. In shilling parts, 1896.

We acknowledge with thanks the receipt of Parts XI, XII, XIII, XIV and XV of that monumental work—Ratzel's 'History of Mankind.' To students of Anthropology and Ethnology, the work is indispensable, while the general public will derive both pleasure and profit from its perusal. Part XI opens with an account of the Americans generally. The remarkable identity of the people in both the Americas is duly emphasised, though we are surprised to find that Ratzel, while noting the uniformity of all Americans as regards the external characteristics of the hair, makes no mention of the no less remarkable uniform feature as shown by the internal structure of the hair. As regards colour of the skin uniformity so far prevails that the extreme dark-brown of the Negro and the white

of the European do not occur, a light brown being the most frequent tint. It seems clear that the American Indians lack the factors which go to make up progress or civilisation, and that they were already doomed to still further deterioration and ultimate extinction, before the white man's arrival accelerated the downward course. "The Indian's tendency is to indolence, . . . The decadence of the American civilisations corresponds with this mania for repose, for civilisation means work. . . . The absence of all ambition makes it difficult to civilise him. How far the fact is connected with the weakness of the sexual passion may be left undecided, but unquestionably the morality of many uncivilised tribes stands high. . . . Every year thousands succumb to spirits, small-pox and leprosy; and the pitiless hunting-down of outlawed tribes is even yet not wholly a matter of history. But the damage done to the Indians is not absolutely or universally due to strong drink and small-pox; economic causes are equally at the bottom of it." After the extremely interesting and valuable general account of the Indians, the different races are discussed in turn, the Forest and Prairie Indians of North America, the Forest Indians of Central and South America, the Indians of North-West America and the Eskimo. A valuable chapter is the succeeding one on 'The Family and Society in America.' The interesting custom of 'mother-right' is respected in many parts. Marriages are possible which in a 'father-right' family would count as most grievous aberrations. Hence children look to their maternal uncle as their sole male protector, so that a father may marry his own daughter. Other chapters are 'Religion and Priesthood,' 'Origin and Development of the Old American Civilisation,' 'Ancient American Culture.' Part XV takes up Asiatic peoples. Our admiration increases as this great work progresses. We may mention that Vol. I, containing Parts I to X, is ready.

A Brief History of the Nations and of their Progress in Civilisation, by GEORGE PARK FISHER, D.D., LL.D., Professor in Yale University, U.S.A. American Book Company, New York.

Now that a course of General History—Ancient, Medieval and Modern, to be taken in three consecutive years—has been prescribed as part of the curriculum for the History B.A. students in the Madras University, professors and lecturers are eagerly on the look-out for suitable books covering the course. Professor Fisher's 'Brief History of the Nations' may be

strongly recommended as forming an admirable introduction to the whole course. Our history students are already acquainted with the outlines of ancient history before they enter upon their B.A. studies, but they find it difficult to grasp the broad outline of medieval or modern history which are entirely new to them. It is just these parts of general history, viz., medieval and modern, that Professor Fisher treats of with more than ordinary fulness. The difficulty of threading one's way through the intricacies of medieval history is felt by all writers and teachers of the subject. Professor Fisher has minimised that difficulty by connecting, in one continuous narrative, 'contemporary events in different countries where the several countries stand in so close a mutual relation that the events are interlinked.' What excites our admiration most, in looking through this book, is the skill with which the author introduces just sufficient detail to infuse life and spirit into the narrative, and thus saves it from becoming a mere summary such as is that otherwise excellent book, Ploetz's 'Epitome of History.' Professor Fisher's 'Brief History of the Nations' is, as we have already hinted, not alone sufficient for our history students. Probably the author's larger work, the 'Outlines of Universal History,' would answer that purpose better. But the book under review is just the work to put into the hands of a student who is taking up the subject of medieval and modern history for the first time. Professor Fisher's reputation is a guarantee for the scholarly character of the work. His style is clear and attractive. We cannot adequately express our appreciation of the numerous illustrations which form an important feature of the work without appearing to indulge in the language of exaggeration. Most of them are taken from photographs, and their execution is such that we cannot imagine their ever being surpassed. Their educational value to Indian students, who have so little opportunity of acquainting themselves with works of art even at second-hand, will be of the very highest. Our word of praise extends also to the historical maps illustrating the text.

Blackboard Drawing, by M. SWANNELL. London and Bombay, Macmillan & Co., 1896. Price 3s. 6d.

This is a book which goes a long way to supply a long-felt want in training institutions in this country, and is one which should therefore be eagerly sought after by normal students. A certain amount of proficiency in blackboard drawing is demanded from all candidates for teachers'

certificates, and it is just this proficiency which is often not forthcoming. It is to the attention which is now paid to this branch of the school curriculum that we may look before long to greater efficiency in teaching, and to the development of artistic instinct in our pupils. So far this artistic culture, both in the teacher and the pupil, has been conspicuous by its absence. We cannot do better than quote the following from the author's preface. We endorse every word of it. "Frequently I have heard students say, 'It is impossible for me to draw; I have tried, but it is of no use.' The reason of failure is generally this; they draw a man, a house, horse, cart, anything that comes into their mind first, or anything they can copy from a picture, without beginning with the simplest things and proceeding onwards gradually to the more difficult; they have, in fact, no method in their work, and it is practically useless. Half an hour spent every day at the blackboard will soon produce marked results. Another reason why the majority of drawings are so unsatisfactory is owing to the lack of observation on the part of the students: they see without seeing."

The work consists of admirable and exquisite plates, each plate having an accompanying letter-press explanation. The subjects included are circle patterns and objects from the circle, oval patterns, and objects from the oval, spiral figures, common objects, fish, leaves, trees, buds, flowers, insects, legs and arms, animals, shaded objects, model drawing, the human figure, illustrations for number lessons, illustrations for geography and history lessons. With this book for his guide, the persevering student (not necessarily the talented student) will be able to dispense with the instruction of his teacher, instruction which in this country is not always available, and not always of the best when available. We strongly recommend the work to the notice of all training institutions and normal students.

History of Philosophy, by ALFRED WEBER. Translated by F. THILLY, M.A., PH.D. London and Bombay, Longmans & Co. Price 16s.

From many points of view this book is undoubtedly the best available work on the subject for students. Its price is such as to place it within reach of most students. Its size and proportions are just such as the ordinary student requires, while the simplicity and clearness of the style will make it equally acceptable to the general public as to the student. There is a fascination, too, in the style that carries the reader pleasantly along the usually dry and

wearisome paths of philosophy. In most of these respects the book compares very favourably with other works, say that of Lewes, on the same subject. Professor Weber's work, too, has the advantage of being thoroughly up to date, though it must be confessed that this part of the subject scarcely receives the adequate attention it deserves. This is more particularly true of Darwinism and Positivism. But nowhere will there be found a better account of the systems of Kant and Hegel than that which Professor Weber gives, being rendered, as it is, as clear and attractive as it is possible to make so difficult a subject. A unity of purpose may be clearly traced throughout the book, evolution being the leading idea in the author's mind. This gives an additional charm to the work, inasmuch as the reader is carried consistently and willingly on from chapter to chapter, tracing the while the gradual development of the history of philosophy.

Dr. Thilly has considerably added to the value of the work by increasing the bibliography (1) by adding the titles of standard—German, French, English, American and Italian works; (2) by mentioning translations of foreign books referred to in the text and notes; (3) by giving the names of important philosophical journals published in different countries; (4) by placing at the end of the volume a list of the best modern works on logic, epistemology, psychology, anthropology, ethics, aesthetics, the philosophy of history, the philosophy of religion, jurisprudence, politics, &c. The book when known will certainly find its way into the libraries of those colleges which include philosophy among their optional subjects for the B.A. degree. It is a book, too, which, for its qualities of size and price, is likely to be largely patronised by students.

The Gases of the Atmosphere: the history of their discovery. BY WILLIAM RAMSAY, F.R.S., with Portraits. Macmillan & Co. (Ed.), London, 1896, 6s.

This book has been prepared by one of the discoverers of the new constituent, Argon, of the atmosphere with a view to satisfy the curiosity roused by the new discovery in the public mind. Though primarily intended for the unscientific reader the book can be used with much profit also by the scientific student. No one is better qualified to narrate the story of the atmosphere than Professor Ramsay, who has been himself instrumental in unravelling the mystery connected with the atmosphere. The history of the development of our ideas concerning the nature of the atmospheric air is in great part the history of Physics

and Chemistry, and any one who carefully peruses this volume will not only learn the composition of the air and the properties of its constituents, but will gain an insight into the methods employed by men of science in reading the riddle of this universe. The exposition is extremely popular, though the reasoning is throughout incisive. Without rectification and argumentation, the author has succeeded in disproving Wurtz's well-known remark about Chemistry being a French Science. Except Scheele and Lavoisier, all who have led up to the discoveries connected with the constituents of the atmosphere, Boyle, Mayou, Hales, Black, Priestley, Cavendish, Lord Rayleigh and Professor Ramany, have been Englishmen. The value of the book is enhanced by a series of fine portraits. Both the scientific and the non-scientific reader, the teacher as well as the student must feel thankful to the author for this delightful book.

THE MADRAS TEACHERS' GUILD.

The first annual meeting of the Madras Teachers' Guild was held in one of the rooms of the Christian College, on the evening of the 6th instant, with Mr. J. H. Stone in the chair. After confirming the minutes of the last meeting twenty-two applications for membership recommended by the Council were passed. The annual report prepared by the Council was then adopted. The report showed that the Guild numbered 250 members, of which 197 were Madras members, 48 mofussil members, and 5 associates, and gave an account of the work done by the Guild in the way of business and lecture meetings together with a resumé of the Educational Conference under its auspices. The library of the Guild contains at present 1,242 books, 22 maps and 130 pieces of kindergarten and other apparatus useful for teaching purposes. The income of the year was Rs. 633-12-0 and the expenditure amounted to Rs. 472-13-3, thus leaving a balance of Rs. 160-14-9. It has been proposed to deposit this balance in a bank and reserve Rs. 100 out of it as a nucleus for the proposed Provident Fund for teachers.

On the motion of Mr. Cooling, seconded by Dr. C. B. Rama Rao, it was resolved that a letter of sympathy be sent to Dr. Miller expressing the Guild's regret at his illness and consequent impending departure to Scotland. Mr. S. Swamy Iyer of the Teachers' College gave notice of his intention to move at the next meeting a proposition to include the members of the Guild living at Saidapet under Mofussil members. It was then announced that the next

visit of the Guild will be to the Buckingham and the Carnatic Mills.

The office-bearers and the Council for the present year were next elected. Mr. G. H. Stuart, of the Presidency College, was elected President. Miss Keely, the Revds. J. Cooling and J. M. Russell, Messrs. H. S. Duncan and B. Hanumantha Rao were elected Vice-Presidents. The Secretaries of the last year were re-elected; Mr. Lepper was elected Treasurer and Mr. S. Sathianadhan Registrar, a newly-created office for looking after the Registry of Teachers. The following gentlemen were elected to serve on the Council:—Messrs. S. Rungiah Chetty, W. E. Moore, K. Ramanuja Chari, G. Arumanayagam, S. V. Rungaswamy Iyengar, G. V. Krishna Prabhu, P. Lakshmi Narasu, E. H. Elliott, J. S. Peter, C. B. Rama Rao, S. Subramania Iyer, V. S. Srinivasa Sastri and Mangesh Rao. The Rev. Mr. Russell proposed a hearty vote of thanks to the out-going President for his valuable services to the association during the year, and this was ably seconded by Mr. B. Hanumanta Rao. The meeting was brought to a close by a social gathering which included a number of varied and interesting items.

MADRAS TEACHERS' GUILD REGISTRY.

Places Wanted for

1. A trained certificated F.A. (Tamil.)
2. An untrained Sanskrit Physics B.A.
3. An F.A. (B.A. Language Branches) with untrained teachers' certificate (Tamil.)
4. A Christian untrained F.A. (Tamil.)
5. An untrained F.A. (B.A., Tamil) with ordinary certificate, exempted.
6. A Physics B.A., L.T., Tamil.
7. A Mathics Tamil B.A., L.T.
8. A Matric with First-class Normal certificate.
9. A B.A. (Philosophy and Tamil) drawing ½ grant. Headmaster or College Assistant (Christian.)
10. A Sanskrit Biology B.A., L.T., Christian.
11. A Mathics B.A. L.T., Christian.
12. A trained Tamil Matric.
13. A Physics Tamil untrained B.A. (Christian.)
14. A Sanskrit Chemistry (Tamil) B.A. untrained.

15. A trained certificated Mathics B.A.

16. An untrained certificated B.A. Mathics, Tamil.

Teachers Wanted.

1. A Telugu trained Matric. A Christian who can teach Drawing preferred.
2. A Graduate qualified.
3. A trained Christian Graduate.

All communications regarding the Registry should be addressed to

MR. S. SATHIANADHAN,
Royapettah, Madras.

Educational Intelligence.

MADRAS.

LADY HAVELOCK entertained the Members of the Madras Women Teachers' Association at a Garden Party in Guindy Park on the 6th instant.

The sixtieth anniversary and the distribution of prizes of Bishop Corrie's Grammar School took place on the 8th instant with His Excellency the Governor of Madras in the chair.

MR. J. H. STONE, Professor, Presidency College, has left Madras on fifteen months' leave. As one of the Secretaries of the Students' Hostel Committee, Mr. Stone has proved an earnest worker.

UNDER Section 12 of Act XXVII of 1857, His Excellency the Governor in Council has been pleased to authorise the affiliation to the Madras University of the Maharajah's High School for Girls, Trivandrum, as a Second-grade College, with effect from the 1st January 1897.

The annual distribution of prizes to the pupils of the Central High School, Mercara, took place on the 13th ultimo with Colonel Robertson, the Chief Commissioner of Coorg, in the chair. After the distribution of prizes sports were held on the cricket field of the station.

The Anniversary of the Madras University Union was celebrated on the 27th ultimo in the hall of the Presidency College. Dewan Bahadur R. Raghunatha Rao delivered an address on "The direction of our intellectual progress during the last fifty years." The Hon. Dr. Duncan presided.

At the meeting of the Managing Committee of the Coimbatore Teachers' Association, held on Thursday, the 4th February 1897, Mr. T. S. Venkatramana Aiyar, B.A., L.T., was appointed Acting Honorary Secretary vice Mr. C. T. Parthasarathi Mudaliar, B.A., L.T., resigned.

At the next meeting of the Senate of the University of Madras, which is to take place on the 19th instant, Dr. Duncan will move a proposition for instituting departmental examinations in oriental languages and establishing an oriental side in the University.

The annual meeting of the Madras Teachers' Guild was held on the evening of the 6th instant in the Christian College. The office-bearers and the council for the present year were elected. After the business portion of the meeting was over, there was a social gathering with a large and varied programme.

On the occasion of the distribution of prizes to the successful pupils of the Madras Collegiate School, an entertainment was given in aid of the funds of the institution. The entertainment consisted of the Cantata "Little Boy-Blue," the various characters being enacted by the senior and junior girls. The prizes were given away by Mrs. Elwes.

The Government has ordered that a pass in the Government technical examination in type-writing should in future be required of candidates for the post of type-writing clerk in Government offices. This rule will come into force from the 1st January 1898 and will not affect persons already holding permanent appointments on that date.

In his speech at the Madras Athletic Association meeting on the 10th ultimo, Sir Arthur Havelock made a reference to the alleged want of interest in athletic sports evinced by native students, and hoped that this defect would be remedied. He also made some remarks about the necessity of maintaining and practising the indigenous sports of the country.

The distribution of prizes to the pupils of the Sircar High School, St. Joseph's Convent School, and the Vernacular Boys' and Girls' Schools took place on the 20th ultimo in H. H. the Maharajah's High School at Trivandrum. The chair was taken by Mr. F. A. Nicholson, the Acting British Resident. In the course of his speech the chairman made some interesting remarks concerning the stimulating influence of prizes, quoting from Homer the following line: "It is not only necessary that one should beat his fellows, but it is even more necessary that every one should always be at his best."

UNIVERSITY OF MADRAS.—The following notice is found on the Senate House notice board above the signature of the Registrar:—"Communications are often received at the Office of the undersigned enquiring if certain alterations in, and additions to, a by-law or by-laws adopted by the Senate are in force or not. In all such cases it must be un-

derstood that the by-laws contained in the latest University Calendar are in force unless otherwise notified in the *Fort St. George Gazette*. By-law 125 (d) still remains in force." By-law 152 (d) relates to the attendance of the subsequent College course of a failed B.A. candidate.

The Seventh Ordinary meeting of the Coimbatore Teachers' Association was held at the Government Training School for Masters, on Monday, the 22nd February, at 6 P.M., with Mr. M. A. Dias, B.A., in the chair. The meeting was largely attended. On the motion of Mr. T. S. Venkataramana Aiyar, B.A., L.T., which was seconded by Mr. C. N. Krishnaswami Aiyar, B.A., L.T., a vote of thanks was passed to Mr. C. T. Parthasarathi Mudaliar, B.A., L.T., late Honorary Secretary, for the valuable and active services that he rendered to the Association during the short term of his secretaryship. A very interesting and instructive paper was then read by Mr. C. N. Krishnaswami Aiyar, B.A., L.T., on "Translation as it is and as it should be done." A somewhat warm discussion followed next, in which Messrs. C. S. Subba Rao, N. Ramiah, R. Vigendra Rao, S. Narayanaswami Aiyar and T. S. Venkataramana Aiyar took part. The lecturer then made his reply. And the chairman, after making some useful remarks on the subject, in the course of which he expressed his wish that competent hands would read two or more papers on *Methods of Teaching Translation in Primary and Secondary Classes*, brought the meeting to a close.

At the last anniversary of the Madras University Union, Dewan Bahadur R. Raghunatha Row, after pointing out the defects in our present educational system, made the following suggestions:—

(1) Males and females should be freely educated by Government up to a particular standard which is absolutely necessary for one to acquire an honest means of livelihood.

(2) When this standard is reached, the rich should be left to prosecute their studies at their own expense so that they may take the highest degree.

(3) The middle class, consisting of those who have some means of livelihood, should take up collegiate course of studies choosing such subjects as would improve their respective means of livelihood and such others, whereby they may improve their finance. This class need not study more than may be necessary for this end.

(4) The third class, consisting of those without any means of livelihood, should seek those colleges where technical education is given on moderate fees.

(5) From the beginning religious education should be imparted, the religion of the parents being taught to students. If this be found impracticable, then some fundamental truths of religion, which are

admitted by many religions, should be taught by persons professing those religions.

The Government has sanctioned a grant not exceeding Rs. 25,000, towards the Kumbakonam Hostel scheme. This, together with the Jubilee Fund, amounting to Rs. 34,708, makes the total sum of Rs. 59,708, of which Rs. 50,380 will be spent on the hostel buildings, and the remainder will be a reserve fund to be utilised gradually in improving or extending the accommodation. A site for the building near the College will be acquired, under the Land Acquisition Act, for Rs. 2,000. The building is designed to accommodate 88 students at present. Each compartment will serve as a sleeping room and a study combined, and will be provided with a book-shelf and cup-board combined, a table and a chair. The structural character of the hostel does not admit of the students being locked up in the night: but the Director suggests that some system of ensuring that all the residents are in the hostel at night should be adopted, although he admits that "in a Mofussil station a restriction of this kind seems less necessary than in Madras." As regards discipline, it is thought that undue harshness in regulating life in hostel might defeat the ends proposed in establishing such institutions. Gentlemanly behaviour will of course be insisted on; slovenly and dirty habits and irregularities of conduct will, as far as possible, be checked. It is proposed to levy a fee of Rs. 9 per mensem from each boarder, and pay Rs. 7 out of it to the contractor for feeding purposes and for supplying the requisites for hot and oil baths. The Apothecary in charge of the local Municipal Hospital will look after the health of the boarders, but these will have to make their own arrangements for coffee, lighting and washing. The management of the hostel will be vested, as in the case of the Victoria Hostel, in a registered Association. The Government's grant is conditional on provision being made of kitchen and dining accommodation for students of all castes.

BOMBAY.

It has been decided to hold the annual Convocation of the University of Bombay for conferring degrees, &c., on Monday, the 5th April, when the Hon. Mr. Justice Candy, the newly-appointed Vice-Chancellor, will preside.

On the opening of the three Barsees High schools—the Proprietary, the Fort, and the New—the attendance of the boys was very sparse. In fact, out of about 1,600 boys in the New High School, only 116 attended. It was the same in the remaining two schools. The proprietors intend to keep open the schools for a week on trial, and, in the event of their expectations not being justified at the expiration of that time, they will close them for a further period. The Sir J. J. Parsee Benevolent Institution schools have been closed until further notice.

A CORRESPONDENT to the *Times of India* writes:—Una is the chief place in the Sontharu part of the Junagadh territory. "The 11th instant was a day of pleasure to the students of the various schools, as the Naib Dewan Sahib, who was there on duty, gave the annual prizes to the successful pupils in the local taluka school, when a nice programme of recitations and songs, specially composed for the occasion, was gone through by the scholars. The Headmaster of the Anglo-Vernacular school read a report, which showed that the school had achieved a remarkable success in these backward parts, in the short space of three years, and that its status required an advance of two standards more. The Head-teacher of the Taluka Guj school read a joint report for the boys' and girls' school, which gave in detail the increasing usefulness of the two institutions. The kindergarten system of teaching has been introduced with success in the infant classes, and the interest it created among the little ones was shown by the spirit with which they went through some action-songs, specially prepared for them. They appeared cheerful and intelligent. The prizes were then distributed by the Naib Dewan Sahib who expressed his appreciation of the work done by the various teachers, in a nice little speech which was followed by a short address from Mr. R. S. Gulabadasbhai.

A PUBLIC meeting of educated Mahomedans was held in Hujrah Street, Nagpada, Bombay, at the instance of the Mahfle Ceharage Mahmood for the purpose of publicly recognizing the laudable efforts of the Joint Schools Committee on behalf of primary education amongst Mahomedans under the supervision of Mr. Sayid Muinuddin, Deputy Educational Inspector, Urdu Schools, Bombay. Moulvie Kazi Mahomed Ismaili Coilmal was voted to the chair. Moulvi Nazami spoke on primary education among the Mahomedans showing the marvellous development it has reached under the care of the Joint Schools Committee during the last year. Mr. Sayid Muinuddin, Deputy Educational Inspector, also spoke at great length on the benefits of education, putting before them the history and the growth of primary education in his community. Up till very lately there were two schools conducted by the Joint Schools Committee. Now it had got in all ten schools, one of these being a girls' school. All these new schools had been opened within a short period. The attendance in all these schools was very large. They bade fair to prove very useful institutions and there was still some room for the further development of primary education among Mahomedans with whom these schools are at present very popular. He also pointed out to those present that so long as the Joint Schools Committee had not sympathetic support from his co-religionists it was unable to do what it desired for the good of the Mahomedan public at large. He in conclusion told his hearers that he for his part did nothing beyond his duty as a servant of the Educational

the general health may be compared to the traders who, in order to supply the public with the delicacy of *pâté de foie gras*, deliberately aim at enlarging the liver of the geese they fatten, to the detriment of the whole of the rest of the bird. It is one of the many cruel practices which civilisation invents and sanctions, and no doughty champion has yet arisen on behalf of the geese to protect them from their fate! But the nineteenth century may at least avoid such aberrations in the rearing of young humanity. Surely it were our wisdom to realise clearly that we aim at the production, not of youthful prodigies, walking dictionaries with pale faces, narrow chests, and rounded shoulders; but at the development of sound minds in sound bodies; and to remember, moreover, that the two are inter-dependent, and re-act upon each other. The best brain is found of little service if there be not enough vital energy to work it, and hence to obtain the one by sacrificing the other, is sheer folly. A teacher imbued with these convictions will heartily encourage in every possible way the physical proficiency of his pupils. It may be said that teachers have no option on this point, as action song, drill, &c., are nowadays part of the daily routine of nearly every school. To which I would reply, so far, so good; but with this as with everything else in this world the important point is not so much what you do, as how you do it. These exercises are comparatively new to many of the children in our schools, and it rests largely with the teacher whether they are performed in a dull mechanical manner, or are real sources of pleasure to the children, as well as of discipline in activity and grace. It is a pleasure to watch the drill and singing of children who have been thus intelligently trained, their beaming faces testify their appreciation of the songs, and their delight and pride in their own performances. But these ornamental accomplishments, charming as they are, cannot be regarded as the sum-total of all that is necessary in physical education. No school, at any rate where boys are taught, is

complete without some sort of gymnastic apparatus, and it would be well if gymnastic instruction were made compulsory everywhere. I do not indeed advocate elaborately-fitted gymnasiums for small schools, but a few simple appliances can be purchased at a very trifling cost, and are, as I know from personal experience, a source of endless pleasure and invigoration to boys. It would be a good thing if managers would use more of their influence in this direction instead of, as in too many cases, limiting their exertions for the school to keeping accounts and filling in returns. In my opinion, a great deal of the success and efficiency of the school depends on the interest the manager takes in its welfare. The daily drudgery of routine is only too apt to dull the enthusiasm of school-teachers; they are so tired out at the end of their day that it can scarcely be expected of them to rack their brains to devise new outlets for their energies. A few kindly words of sympathy and suggestion from the manager, however, will almost always evolve from them a ready response, and often improvements can, by the aid of a little forethought and intelligence, be introduced without adding to the teacher's daily burden.

PART II.

Passing on now from the subject of physical to that of intellectual education, I would remark that as the object of physical education is the due development of muscular strength and activity, so the object of intellectual education is primarily the increase of power in the intellect itself. "The first object of culture," says Mr. Matthew Arnold, "is to make an intelligent being more intelligent," and his words apply to the culture of the school-room no less than to that liberal culture of which he has been nicknamed the apostle. The business of education in respect of knowledge is not to perfect a learner in all the sciences, but to give to his mind that disposition, that freedom, and those habits that may enable him to attain any part of knowledge he shall apply himself to, or stand in need

of, in the future course of his life. We are born with faculties and powers capable of much more than we are apt to suppose; but the extent of our powers is only revealed to us by their constant exercise; and practice alone gives us facility and skill in anything, and leads us on towards perfection; it is one great object of education to supply this training and discipline of the mind, and the vital principle in intellectual education is to enable the pupil rightly to instruct himself. Children should be led as far as possible to make their own investigations, and draw their own inferences; they should be told as little as possible, and induced to discover as much as possible, for only so can they come, by insensible degrees, to think and judge clearly for themselves. The child is the father of the man, and in education the process of self-development should be encouraged to the uttermost. A simple illustration will suffice to make my meaning clear. We will suppose a teacher of the younger children is beginning a lesson on bead-threading. If she wishes to get through her task with as little trouble as possible, giving only so much attention to it as will be required to escape the censure of her superiors, she will probably limit her exertions to supplying the necessary beads and thread, and taking care that the pattern is accurately copied. But one who is really interested in her work, and genuinely desirous of awakening the interest of her pupils will be content with no such half-hearted measures. Going round to the little workers one by one, she will ask each in turn such simple questions as will set the child's mind to work, and will make the bead-threading something more than a mere mechanical exercise. She will ask them what are the different colours of the beads they are threading; if they fail to answer she will suggest to their minds objects familiar to them of the same colour, and when she has impressed the correct names of the colours on their minds, she will encourage them to try and find out for her, before the next lesson, some other objects which

they notice for themselves are of similar colouring. Step by step she will familiarise them with all the simpler attributes of the beads, colour, form, size, hardness, and so on, and in doing so she will presently find them eager to meet her half way by displaying to her their newly-acquired knowledge. Every child delights in the discovery of its powers, and is full of glee at each fresh success, and by thus guiding and stimulating the natural powers of each child, the teacher is adopting the course best calculated to establish the habit of exhaustive observation which is the professed aim of all object lessons. Yet I know schools where at the end of a term, in which bead-threading and other kindergarten devices had been the subject of daily instruction, the children were absolutely ignorant even of the colours of the beads with which they themselves had made pretty necklaces, and so on. So true is it that even the most simple and suitable system fails to perform its purpose, unless intelligently and efficiently worked. The same principle, needless to say, holds good in higher classes and with more complex subjects. Take, for instance, the case of a lesson in reading or reciting poetry. The true educator will never be content with the mere correct enunciation of the words. He will not rest till he is assured that his pupils understand every word they utter, and give it due expression and emphasis. Nay more, by pointing out and enlarging on the beauties of the poetry, he will infect the young learners with his own enthusiasm, and cultivate in them an instinctive admiration for the great and good in literature. But it is needless to multiply examples. Enough has been said to indicate the practical effects, and to emphasise the beneficial influence which this ideal of individual intellectual development will, if clearly grasped, and intelligently carried out by the teacher, exert upon his little pupils in the school. That its realization involves a great deal of trouble to the teacher is obvious, but his labour will not go unrewarded. The quickening

of the intellectual powers of the children is not the sole benefit we may expect from thorough and thoughtful teaching. The mutual sympathy between teacher and taught which such teaching creates and fosters, is, in itself, of the utmost importance and value. Children are quick to notice and appreciate the efforts of those who really study and understand them, and in the favourable atmosphere of enlightened sympathy and encouragement their minds and characters expand like flowers in the sunshine. Their responsive eagerness and energy will be the best encouragement of the hard-worked teacher, who, having devoted himself heart and soul to the art of making his subject attractive to his pupils, is welcomed in every class, from the advanced scholars at the head of the school, down to the little brats who can just scrawl their letters and figures on the sand.

There remains for consideration but one department of my subject—moral education. Now of this I may as well say at the outset that, in my opinion, the two most important factors in moral education are *home influence* and *religion*. The principles of truth and duty, of loyalty and obedience, of generous and unselfish love, are learnt best and most lastingly at a mother's knee; there, too, are best learnt those early lessons of reverence, of trust, and of devotion to the great Father of all, which form the child's first knowledge of religion. Where the mother fails in these duties it is seldom a teacher can supply her place; it is seldom that any after-influences can be found powerful enough to effect what is accomplished almost without conscious effort by the mother in the nursery, and is carried on by her with instructive mother-wisdom till the child's character is formed for life. To the mother alone, perhaps, can ever be fitly addressed those lines written by a grateful son, which always seem to me to express at once a mother's ideal, and her reward—

"And all I know of calm philosophy
And all I know of life's home poesy,

And all I know of calm and healthful thought,
And all of better wisdom Heaven hath taught,
And all that I have known of cheering glow
That glares not, but lights up our hearth below,
And all I have of friends more dear than life,
Calming with gentler wisdom this world's strife
(So it hath pleased Heaven who gave the same.)
These all to use are linked with thy dear name.

Such influence, sympathy, guidance as *that*, is rare even in a home, and we shall look for it in vain elsewhere. But with these deductions allowed for, it may be freely conceded that the teacher can and must exert a certain amount of influence on every child in his school, and that this influence is a subject of grave responsibility. The first essential to moral education in a school is, I think, strictness of discipline. This is not perhaps a very popular qualification; nevertheless it is undoubtedly necessary that the régime of a school should be a model of law and order. To the children in this school the headmaster is for the time being everyone; within its walls he rules as a king, his example sets the tone of the school, his smile and his frown are omnipotent, his despotism is complete within the narrow circle of his kingdom. To his young subjects his will is law if he chooses to enforce it, and it will be his wisdom to recognise from the first that implicit obedience is as conducive in the long run to the happiness of his pupils, as it is necessary for the discipline of the school. Some of the most valuable lessons children learn in school are those of regularity, punctuality, order, neatness and promptitude; and the opportunities for inculcating these are all lost by the schoolmaster, who from indolence or weak good-nature, allows things to go on higger-mugger. Equal in importance to this first essential, is the cardinal virtue of justice. One wonders if teachers ever realise the harm they do by thoughtless favouritism. Does it never occur to those who yield to their own fancies in this direction, that the poor and the ugly and the stupid child may have as sensitive feelings as those who happen to be richer or more attractive? Do they never take the trouble to con-

sider what jealousies, what heart-burnings, what misery they may cause by an inequality of treatment which, whether intentional or not, often amounts to downright injustice. It is doubtless impossible to avoid having in one's own mind private preferences for one child over another, but this should never be allowed to become apparent to the children at any rate during school-hours. I have known children by no means deficient in intelligence so disheartened by persistent troubling from an inconsiderate teacher, that at length they ceased trying to improve, since whatever pains they took, they were never rewarded by a word of praise, while the children who happened to please the teacher's fancy were invariably flattered and their faults excused and condoned. Nor is this the only disastrous effect of favouritism. Bad as it is for those who are neglected, it is equally bad for those who are indulged. It gives them a fictitious and undeserved superiority over the other children, and encourages them to be conceited and domineering. Children in school should all be treated alike; praise and blame should be awarded equitably, without respect of persons. It has been objected to me that it is bad policy to punish the children of the rich; that their parents resent it, and that it is foolish to offend influential persons whose support is necessary to the school. But the answer to this is obvious. If kind treatment is necessary for the children of the rich, it must be extended to the poor also. If a schoolmaster dare not be severe with the former, he is bound to be equally lenient to the latter, and assuredly the discipline of his school will gain and not lose by this uniformity of treatment.

Before bringing this necessarily brief and imperfect sketch of the educational ideal to a close, I cannot refrain from quoting two passages on the subject which appear to me to epitomise with unrivalled clearness and brevity the ideal I have been trying to define. The first extract is from Mr. Herbert Spencer's well-known book on Education, which is, I suppose, at once the most

authoritative and most popular work of its kind which has been produced in England during the past quarter of a century. "Always recollect," he says, "that to educate rightly is not a simple and easy thing, but a complex and extremely difficult thing, the hardest task which devolves on adult life. If you would carry out with success a rational and civilised system, you must be prepared for considerable mental exertion, for some study, some ingenuity, some patience, some self-control. In brief you will have to carry on your own higher education, at the same time that you are educating the children. While some will regard this conception of education as it should be, with doubt and discouragement, others will, we think, perceive in the exalted ideal which it involves, evidence of its truth. That it cannot be realised by the impulsive, the unsympathetic, and the short-sighted, but demands the higher attributes of human nature, they will see to be evidence of its fitness for the more advanced states of humanity. Though it calls for much labour and self-sacrifice, they will see that it promises an abundant return of happiness, immediate and remote. They will see that while in its injurious effects on both teachers and pupils, a bad system is twice cursed, a good system is twice blessed, it blesses him that trains, and him that's trained." The second quotation which I have chosen is from the poems of Coleridge, and it would be well if every teacher were to learn it by heart:

"O'er wayward childhood would'st thou hold
firm rule,
And sun thee in the light of happy faces,
Love, Hope, and Patience, these must be
thy graces,
And in thine own heart let them first
keep school.
Yet haply there may come a weary day,
When overtaken at length
Both Love and Hope beneath the load give
way.
Then with a statue's smile, a statue's strength,
Stands the mute sister, Patience, nothing
loath,
And both supporting does the work of both."

Surely it is impossible to study education's ideal.

and to consider the strenuous discipline its realisation requires, without being strongly impressed with the high responsibility of the teacher's calling. In dignity of aim, in importance to mankind, no less than in the exalted nature of its demands upon those who devote themselves to it, the art of teaching is worthy of a place among the noblest professions to which a man may aspire. Like every other profession it has its drawbacks, its difficulties and vexations, its trials and disappointments. Few will accept in its entirety Lord Palmerston's dogma that "all children are born good," and those old-fashioned qualities which Coleridge insists upon, will always be abundantly needful to keep alive the teacher's enthusiasm through the drudgery of daily routine. Without love, it is impossible to win children, without hope it is impossible to stimulate them, without patience it is impossible to influence them for good. Love, Hope, and Patience, again, will alone suffice to enable the teacher to take that perennial interest in his work which will avail to save him from the fatal paralysis of a mere mechanical repetition of task work which at best can produce but clever parrots. It is far easier I know to sketch out an ideal on paper than it would be to live it day by day, and year by year, and there may be some who would say that such an ideal as I have sketched could only be realised by creatures "too bright and good for human nature's daily food." But surely the mere mention of the names of such schoolmasters as Arnold of Rugby, or Benson of Wellington, or of such schoolmistresses as Miss Beale, of Ladies' College at Cheltenham, will suffice to silence such objections. Teachers like these are, it is true, exceptional; they are pioneers and leaders, but their example is emulated by hundreds of noble-hearted men and women in England and in India to whom their ideal is the very soul of life. To them, as to their humblest fellow-worker, come the inevitable drawbacks, the weariness, the heart-ache, the depression, but they press on undaunted, and in spite of their

travail of soul, they have their reward! For their's is the undying consolation which the poet Wordsworth called to his aid, and which may well be the inspiration of every teacher—

"High is our calling, Friend!
And oh! when nature sicks, as oft she may
Through long-lived pressure of obscure distress,
Still to be strenuous for the bright reward,
And in the soul admit of no decay.
Brook no continuance of weak-mindedness,
Great is the glory, for the strike is hard!"

ISABEL M. SULLIVAN.

PUBLIC INSTRUCTION IN CEYLON.

II.

Under the head of "Special Instruction," the Administration Report for 1895 includes the following institutions:—The Colombo and Branch Agricultural Schools, the Veterinary Establishment, the Technical School, the Training Schools, Industrial Schools, Orphan and Ragged Schools, and the Reformatory School. To all these the sum of Rs. 5,45,587.09 was paid in 1895.

The School of Agriculture was established in 1884, mainly through the exertions of Mr. H. W. Green, one of the more notable members of the Ceylon Civil Service. Mr. Green was at this time Director of Public Instruction, and his policy appears to have been guided by two ruling ideas—(1) that the teaching of English was too widely diffused among the masses of Ceylon; and (2) that the native Singalese plough did no more than scratch the soil. He is understood to have introduced or invented a new plough which would really turn up the soil and so cause a better harvest. However, the school was established, and a few students joined it with vague ideas of some possible benefit to be derived from the proposed course of study. The fees were very low; boarders were admitted at nominal rates; and elementary instruction in English formed part of the curriculum. The instruction in English given on

such easy terms no doubt attracted a few to whom the study of scientific agriculture offered but little attraction. The Administration Report gives no information as to the number of students in training during past years; but in 1895 there were 24 students on the roll, "about the same as in previous years, and the number is now restricted to twenty-four."

Since the year 1889, Mr. C. Driberg has been Superintendent of the School. Mr. Driberg is a Ceylonese of superior qualifications, and exceptionally fitted for the trying and responsible post he occupies. After taking his degree at the Calcutta University, he proceeded to England and Scotland, where he went through a full course of training in Agriculture and the allied sciences. Under his guidance the school made considerable progress. The extent of its operations may be judged by the fact that it now includes a Dairy and Dairy Farm, a Forestry Branch, and a Veterinary Class. It makes experiments in cultivation (as in the cultivation of grapes, reana, delft grass, &c.), besides turning out, or rather having turned out (for Government has discontinued this work) competent Agricultural Instructors who were established in various villages. There is a School Magazine now in its eighth volume which "continues to be a valuable medium of local and foreign communications." The Dairy Farm brought Government a net profit in 1895 of Rs. 2,161.50, and the Model Farm, after paying its working expenses and also a rent to Government of Rs. 1,350, a net profit of Rs. 1,010.98.

The cost to Government of this school has recently aroused some discussion. It is complained that no effect has been produced on ancient methods of cultivation, and the abolition of the school has been seriously demanded by one of the unofficial members of

the Legislative Council! Considering the aims and possibilities of the school, and the good work it has actually done in spite of many disadvantages, it is mere cavil to take this amount as an exorbitant charge on the Revenue. But the Superintendent's report gives us a very different view of the matter—"There has been some outcry against the expenditure on the work of the School of Agriculture. If, as I gather from the last Administration Report of the Director, the annual cost of the Agricultural School proper is between Rs. 8,000 and Rs. 9,000, it must be remembered that there is a considerable revenue from its appertinent institutions—the Dairy and Model Farms. The net profits from these establishments were in 1895 (a bad year for the Dairy) over Rs. 6,000. In a good working year, when the profits of the Dairy should be nearly double what they were last year, and with the Agricultural students paying double the fees they have paid hitherto (a measure which came into force from January 1896), the expenditure on all the establishments under my charge would be practically met by the revenue."

There is no doubt that the School of Agriculture is capable of development, and much would be done if the Department of Public Instruction saw its way to adopting the various recommendations made by the Superintendent in his reports. But it is one of the peculiarities of the department which controls the agricultural education of the colony, that none of its members make any claim to a knowledge of modern agricultural science and practice. It would therefore well repay the colony if a competent Advisory Board were appointed to guard and extend the interests of Agricultural Education in Ceylon. Such a Board would be able to secure the necessary votes for carrying out such experiments as are usually associated with Agricultural Colleges, and it would in many other ways help to enlarge the sphere of

usefulness of an institution which more than most others is suited to a colony like Ceylon.

Such a Board has proved useful in the case of the Technical School, which was begun in July 1893, under the superintendence of Mr. E. Human, whose enthusiasm is as marked as his ability. The first regular session opened in January 1894 with 65 students, and a two-years' course was completed at the end of 1895. Forty of the students received certificates, and some half-dozen were given further opportunities of study in various workshops—Government and private. But the numbers fell considerably at the beginning of 1896. People began to have misgivings about the school. It seemed very proper that boys should be trained in the subject specified, but what were they to do when their course was gone through? What "openings" were there for those who had passed the required tests? And if there were none, what was the benefit to be derived by the training? Here was no doubt the true explanation of the decrease in the number of students, and it was feared that the school would have to be closed. It was then announced that the Board of Visitors had an excellent scheme in view which would be disclosed at the proper time, and which would re-establish the school in public favour. The scheme was duly published, and it came to this: that as the cultivation and manufacture of tea was the chief industry of the island, the school would build a tea-factory in Colombo and students would there be trained to be tea-makers for the estate factories. This suggestion, however, inspired no enthusiasm. It was indeed received with some coldness. There was no immediate rush of candidates, and the only consolation in store was the news that two students were coming from the Gold Coast.

Fortunately our new Governor took the matter in hand, and the Technical College has

now been established on a stronger foundation, and with more assured prospects of success. Four departments have been opened—(1) Civil Engineering, (2) Telegraphy and Electrical Engineering, (3) Surveying and Levelling, (4) Mechanical Engineering. To three of these several appointments have been promised, and in the fourth (that of Surveying and Levelling) a diploma will be granted to qualified students which will exempt them from further examination for the Surveyor's License. The result has been most gratifying, if any inference may be drawn from the number of candidates who have applied for admission.

Of the other institutions grouped under the head of "Special Instruction," there is no detailed account in the Administration Report. The Medical College is not under the Director of Public Instruction, and the training of Law Students is controlled by a Council or Board of Legal Education.

In summing up the financial aspects of the Education Grant, the following figures will be found instructive:—

Receipts, 1895.

By Government Vote	Rs. 5,97,800-18
.. fees, sale of stationery and books	35,019-32
Total	6,32,819-50

Expenditure, 1895.

Cost of Administration and inspection	69,945-73
General Instruction:—	
Government schools	2,01,278-13
Grant-in-aid schools	2,49,503-36
Pali College	1,199-99
Scholarships and prizes	13,893-89
Special Instruction	4,65,875-17
Libraries and Reading Rooms	79,711-92
Preparation of School Books	3,450-00
Books purchased for sale	5,700-16
Books purchased for sale	5,355-40
Miscellaneous	2,775-12
Total	6,32,819-50

ARCHITECTURE AS A REFLEX OF NATIONAL CHARACTER.

THE USE OF THE LANTERN IN TEACHING HISTORY,
ILLUSTRATED BY EXAMPLES OF MEDIEVAL
ARCHITECTURE.

The subject which is proposed to me this evening is heralded by a title of prodigious length. Let me haste to assure you that it does not forebode an address of more than ordinary dimensions. I propose to confine myself to the consideration of "Architecture as a Reflex of National Character." For, if it can be shown that architecture does reflect national character, architectural illustrations will have made good their claim to assist those whose task it is to interest their pupils in the character and doings of those who in the past made history. It is often said that art generally—not architecture merely—is a reflex of national character. But this is untrue of long periods of national history. The fine arts, to use a term much misunderstood—it would be much more intelligible if we spoke not of the fine arts, but the useless arts, such as painting, sculpture and music—the fine or useless arts do not come into existence while a nation is in a barbaric state or when it is grubbing for money. The arts of painting, sculpture, music, tell us little of the character of the Red Indian or even of the state of civilization of our colonies or of the United States. Not so with architecture. In the earliest stages of prehistoric history, before reading and writing, even before clothes, prehistoric man and writing, even before a shelter; and, in providing himself a shelter, he is perpetrating architecture. Architecture is contemporaneous with the whole history of man; it knows no limits, either of time or of geography. Therefore it is a reflex of national character to an extent to which the fine arts, pure and simple, cannot be.

Let us convey ourselves, in imagination, to the head-waters of architecture and of history, and drift down the stream of time. It will perhaps be sufficient to comment seven hundred years before the Christian era—a time quite sufficiently removed from our own days. It is the period when the great architecture of the Greeks was taking form. The relations of the Greek architects to the yet more ancient builders of Egypt, Assyria, Persia, Phœnicia, not being determinable, must be left undetermined. You may see in the Crystal Palace a replica of the rock-hewn temple of Beni-Hassan; and from this and similar examples it is easy to deduce an Egyptian origin for Greek art and science and philosophy and religion, and everything that is Greek. But, as Egypt was a sealed book to the Greeks when Greek architecture was crystallizing into its final shape, it is possible to overstate the case for an Egyptian origin of the masterpieces of Greece.

THE GREEK STYLES.

And what was Greece? The very term is a misnomer. The largest and best preserved temples

now remaining are not in Greece at all; but in Sicily and Southern Italy, at Selinus, Agrigentum, and, above all, at Paestum, a little south of Naples, in *Magna Græcia*. The very name, *Magna Græcia*, is significant. As there is a Greater Britain beyond the seas, which nevertheless is Britain still, so there was a Greater Greece, part and parcel, not of Greece, but of Hellas. And where was Hellas? Its boundaries, like those of the German Fatherland, were the winged words of men. Not Suabian land or Pomeranian land, the Styrian or the Saxon land, but wherever the accents of the mother tongue are heard. Hellenic temples crowned the headlands and the citadels of all the Southern Sea, from the Euxine to Cadiz, from Libya to Thrace. That is one lesson to be learnt from Greek architecture. And now while a series of Greek monuments pass before our eyes, let us think what they tell us of Greek character. In the first place, in such buildings as the Parthenon or the Erechtheum, not relative, but absolute, æsthetic perfection is reached. That is what can be said of no other monument erected by man, not even of Amiens or of the Taj Mahal. Analyse them you may; but at the end of the analysis, as in a lyric of Shelley, the contour of a lily, the folds of a rose, there is just an indefinable something which escapes analysis. Yet we know much. All can recognize the exact balance of the voids and solids, the careful contrasts of light and shadow, of the horizontal and the vertical line. But perhaps the most subtle note struck is that of proportion; and proportion is the life-blood of architecture. Every one notices the exquisite proportions of the Parthenon; everybody does not know that these proportions are regulated by a difference of 5; and that, of all the ratios in which that difference appears, only three are employed, viz., 7 to 12, 9 to 14, and 4 to 9. Of these the last is the favourite; e.g., the length of the Parthenon is not exactly twice its breadth, but as 9 to 4; nor is the breadth exactly twice the height, but as 14 to 9. And all these dimensions are correlated with the diameter and height of the column and with the abacus, and with the top-step, and so on, even to the remotest and most insignificant members of the building.

The adjustment of the dimensions of such an order as that of the Parthenon is as complicated as the interlocking system of the signal-box of a London railway station. Quite as remarkable is the subtlety of the curves employed; they are not semi-circles, quarter-circles, and the like, but the hyperbolic and parabolic curves of conic sections drawn and executed with mathematical precision. Then there is a most wonderful series of optical corrections. The columns swell out at the centre; the architraves, and even the top-step, are slightly arched, lest they should seem to droop in the middle; the columns, the walls, the faces of the steps, and of the entablature are not vertical, as they look, but sloped back, while the *quæ* lean forward—all this in accordance with the laws of spherical perspective. What does it all mean? Did the Greek know conic sections and spherical perspective by intuition? When one thinks of these things, and remembers

that in the same little town there were living, within a short time of one another, Plato and Socrates and Aristotle, Æschylus, Euripides, and Sophocles, Thucydides and Aristophanes, Pericles and Themistocles, Phidias and Apelles—one realizes, despairingly, that there must have been as much difference between a Greek of the fourth century and any other being, ancient or modern, as between a man and an angel; that his intellect, his sensibility to form and colour were as much keener and subtler than our own as his body was more vigorous and beautiful. His ears caught harmonies which pass by us unheard; "our mortal vesture of decay doth grossly close us in—we cannot hear them." As one of their own poets has beautifully said of the citizens of the violet hill, they were "ever delicately stepping through most translucent air." Their masonry, too, is of precision unexampled; the joints so fine as to be practically invisible; the blocks are adjusted with the accuracy of the parts of an astronomical instrument. All right angles are absolutely true; each joint of the architrave is plumb to a hair-breadth with the axis of the column below, and in the absolute centre of the triglyph above. Two stones will sometimes cling to one another like blocks of ice, without mortar; so perfect is their adjustment. This is yet more disheartening. For this absolute and consummate perfection of execution was realized, not by the wealthy and leisured upper class, but by the labour of slaves. It seems that we must bow down abjectly to the superiority of Greek slave as well as Greek master. And here is another lesson. We hear a great deal of the ineffable serenity of Greek art. It is true, in more senses than one. The Greek must have been a callous creature. He had a marvellous feeling for art. He confined it to art. All these wonderful works were wrought by slaves, who drudged out lives of misery and despair on the slave-farm, in the factory, in the quarry or the mine. Not a breath stirs from all that testering heap of poor humanity to disturb the serenity of Greek art. The Egyptians, at least, depict for us something of the existence of those myriad captives whose labour and whose lives they took to build their mighty monuments. In Greek art, the slave, who did the work, is non-existent. We know the brilliant life of the wealthy Athenian aristocrat; of underground Greece we see and hear nothing.

But is there no weak joint in the perfection of Greek art; no vulnerable spot in Achilles; no way of annoying Greek conceit? For the Greek certainly was conceited, and must have been exceedingly unpopular. A Greek must have been about as popular with his neighbours as is a modern Englishman. But his conceit, like our own fine insular vanity, was probably largely unconscious—all the more irritating for that. Let us look a little more carefully at a Greek temple; and, first of all, at its planning and the amount of accommodation provided. Well, the Parthenon has a nominal area of about 23,000 square feet. Strip off the external colonnades, useless for processions, and too narrow to shelter from sun or wind or rain, and deduct the supports, and there remains an effective area of only 9,000

square feet. In other words, allowing an area of 10 square feet per person, a first-class Gothic cathedral, e.g., Chartres, or a first-class Roman building, like the Basilica of Maxentius, would seat about 6,000 people; the Parthenon, if enlarged proportionately, would seat only 2,700; i.e., more than one-half of the nominal area of the Parthenon is wasted. Surely that is not very practical. Then, again, look at the roofs of the Greek temples. An Egyptian, when erecting Karnak, a Roman, when constructing the brick dome of the Pantheon, built roofs which, with reasonable care, would last for ever. They built, as all great builders have done, for eternity. Egyptian civilization and Roman civilization had their roots in a distant past; they looked forward to a distant future. Greek civilization sprang forth almost momentarily, like some brilliant butterfly. The Greek seems to have recognized that his art and culture were to be ephemeral, evanescent; for he put on his temples perishable roofs of wood. Or, again, look at the windows of a great Greek temple. But where are the windows? There are no windows. Was, then, the Greek temple, pitch-dark, like some photographer's developing-room? Or was it lighted, as some do hold, through the front door, when open? Or was there a hole in the roof, or was the roof all hole, dispensing light and down-draughts and rain as well? For you must not think that ancient Greece was ever a summer-land.

Where falls not rain or hail or any snow,
Nor ever wind blows loudly.

It can rain very heavily at Athens; and the snow-blasts howl wildly round the peaks of Delphi and the lofty headland of Bassæ. One shudders at the picture of the priest and congregation cowering in the aisles, while the snow-flakes come whirling down. And what of the statues placed in the nave? What of that great statue, ivory and gold, of Athene Polias, placed in the nave of the Parthenon? What of the priceless store of votive tablets, the vases of gold and silver, the rich stuffs, the inestimable paintings, heaped round the knees of the goddess? Were they also exposed to the wet? Whichever hypothesis you prefer, darkness, partial or total, exposure, partial or complete, to down-draughts, rain, winds, and snow, can one honestly call the Greek temple a practical success? And is not this failure as a practical builder but an index of his failure as a practical administrator and organizer? Organizer he was none. Hellas had no organization; it was but an assemblage of disunited and conflicting atoms. In the great war, indeed, with the Persian, he showed himself, for a brief space, a soldier and a fighter. But he was too cultured to fight long. Had we ourselves the fine intellect, the keen æsthetic sensibility, of the Greek, should not we, too, take great care of our precious lives and limbs, as he called them? Greece produced great soldiers and sailors, but it was against the grain. Aristotle, describing the brave man *par excellence*, says that he will always be brave, unless, perchance, he die at sea. How could a nation expect to retain the empire of the sea whose brave men felt like that? Nor can one forget the brave army of the

Athenians who were defeated because the enemy's general had finished his harangue first, and attacked them before they had been wound up to the striking point by declamatory rhetoric. Yes; Greek architecture is the reflex of the weakness of Greek morale, as well as of the supernatural fineness of Greek intellect and taste.

THE ROMAN BUILDERS.

Turn to Rome. Can there be a greater contrast? Apart from the grandeur of his imperialism, from which we, who are also citizens of a great empire, might learn a lesson, the Roman was a singularly commonplace man, hard-headed, unsentimental, matter-of-fact, unæsthetic, unspiritual—in fact, like the poor despised Englishman, a Philistine. But look at his buildings—I do not mean the semi-Greek temples for semi-Greek gods and goddesses, to which he was committed by a set of dilettanti and artists, but at his own genuine Roman work, of concrete or brick, big enough to reflect the vastness of the Roman domain, built not for a passing day, but for the eternity of days for which his dominion promised to endure. Look at the amphitheatre of Verona, 500 feet long to 400 feet broad, dwarfing the city beyond; or the Colosseum at Rome, greater still, which seated some 50,000—buildings whose power prejudiced poets and artists, and even architects, have extorted, as they still do, universal admiration; producing an overwhelming impression on the mind of magnitude and vastness, majesty and monumental stability. Or think of the mighty, and monumental, such as those of Caracalla—a single gigantic *thermæ*, such as those of Caracalla—a single hall of which is as large as Amiens or Chartres or the Liverpool Town Hall. The central block of the *Thermæ* of Caracalla, it is seen, in the diagram, was as large as our Houses of Parliament. Or go to Trèves—once the capital of the Treveri—and view one of the mighty gates in the wall of this provincial capital. The *Porta Nigra*, when complete, contained no less than eight distinct halls connected by their corridors. Or see the so-called Mole of Hadrian, merely the sub-structure of the mausoleum of that greatest of Roman builders; a tomb once as lofty as a Gothic cathedral. Above all, survey the lofty as a Gothic cathedral. Above all, survey the aqueducts of Tarragona and the Pont du Gard, which, without the introduction of a single ornament or of any member not essential to the construction, possess, as Mr. Fergusson acknowledges, "architectural beauty of the highest class"—structures practical, utilitarian, if you like, but grandiose, monumental. Not only were the Roman buildings stupendous in magnitude, in the highest degree dignified and magnificent, and of marvellous solidity and stability, but they were hurried up in an inconceivably short time. The same moral and intellectual qualities that had organized victory, had arranged combinations of strategy and tactics, had systematized the organization and administration of conquered provinces, made of the Roman the world's greatest builder. And where did he learn to build? He learnt it—he had to learn it—in the arduous struggles of an unending warfare. He learnt the

art of building, as he learnt the art of government and the art of legislation—on the battlefield and on the march. The fortifications of the camp had to be efficient, the soldier's life was at stake, yet they had to be thrown up speedily; night was closing in. How was this to be effected? Partly by utilizing the skilled labour of the legionaries themselves; but still more by requisitioning a horde of unskilled labourers from the surrounding district. So with the Roman builder. All he wanted was some intelligent gaugers or foremen, a small number of skilled bricklayers and masons, and a vast horde of unskilled labourers to do the great mass of the work. In this way, and in this way only, it was possible to build quickly. Take his walls. First came a skilled artisan, who was to construct the outer and inner faces only, and the bonding-courses of the wall. If the wall was to be faced with brick, he was supplied with triangular bricks, or rather flat tiles. With these he rapidly built the faces of the wall, laying the tiles flat, with the long side of each tile outward. All the "Paddy" had to do was to shovel in mortar between the two faces, and lay on it layers of brick-bats, rubble, flints, shingle, or the like, merely taking care to lay the big side of each downwards. If the walls were to be faced with stone and not with brick, the procedure was similar, except that the facing was composed of small stones tapering inwards, and laid with an edge downwards. Every four feet or so, the whole thickness of the wall was bonded with big square 12-inch tiles; sometimes these bonding tiles were 2 feet square. Never were such walls; you may see them at Evesney, Colchester, Leicester, Verulamium. Gunpowder is almost powerless against them; nowadays, in modern Rome, they are blasted with dynamite. Not unfrequently, the generic Roman of Latin prose composition, the well-known Balbus, is represented as ever engaged in building a wall.

THE BYZANTINES.

Nor does Roman architecture end with the ruin of the Western capital at the hands of barbarian armies in the fifth and sixth centuries, as some have vainly thought. Byzantine is but Roman writ in Greek letters: Romanic, or East Roman, if you like. Byzantine work is but the application of Roman methods of construction in Hellenistic hands. It frees itself of construction in the paralyzing "dead hand" of the academic Greek art of the Parthenon. It becomes original and beautiful. Hellenistic, in detail; but the methods of construction by which Hadrian had erected the Pantheon are, in the main, those by which, four centuries later, Justinian upreared the great metropolitan and patriarchal church of Santa Sophia, the glory of its own and of all succeeding times. Santa Sophia, also, in the all-compelling unity of the vast central dome, in its vastness of dimension, in its splendour and magnificence, reflects yet again the grandeur and glory of the imperialism of the later Roman. He has been called unimaginative; irresponsible, it may be, to the spirit that breathes in the highest forms of music, poetry, and art. But the master-art, architecture, in its noblest manifestations

—not the petty prettiness of a sculptured capital or a subtle moulding, but the dignity and power, vastness, solidity, sublimity of a grand style—touched in the Roman breast a kindred chord. You may read yet in contemporary authors the impression made on its generation by this great church, bursting at once into view from the apses to the semi-domes, from the semi-domes to the central dome; while behind were changing vistas and intricate perspective and mysterious gloom in the far-withdrawn recesses of the aisles, half hidden, half revealed; all gathering into one stupendous dome, as the earth is held in the vault of heaven; glowing with colour; colour in the tessellated pavement, colour in the columns, colour in the sheets of marble inlay, colour in the acres of mosaic overhead; full of light and atmosphere, so that the mighty dome seems to be supported on the unsubstantial air, or, as Procopius says, as if suspended by a chain from heaven. Surely, if in the sixth century, Byzantine architecture reflects national character, the East Romans were no unworthy successors to those who had built the Empire of the West. The Byzantines have been stigmatized by Gibbon and by his plagiarists as a race of effeminate decadent sensualists and cowards. Byzantine architecture tells a different tale. San Vitale and the church of St. Apollinare at Ravenna; the Byzantine churches in Greece, Turkey, Eastern Asia; the Mahomedan mosques and palaces, which, like the buildings of the modern Greek Church, are all Byzantine in origin, tell a different tale. The Byzantine Empire kept its head above the waters for a thousand years. For a thousand years it held the hordes of Asia at bay; for a thousand years it was the eastern bulwark of Christendom; but for Byzantine statesmanship and Byzantine valour, you and I to-day might be Mahomedans. The history of the Byzantine Empire is long, and often glorious. But it is neglected, or only noticed to be treated with contumely and contempt. I linger on the long and persistent services of Byzantium because they are neglected, despised, or forgotten. In that long history more than one great moral reformation, more than one great artistic renaissance, took place. One took place in the eighth century; another in the tenth. Both left their mark on the art and architecture of the times. Indeed, all the greatest exaltations of national spirit rush forth into the concrete embodiment of architecture. M. Bayet is of opinion that the Byzantine Empire was never so strong or so prosperous as between 867 and 1057. The great princes of the Macedonian house had a keener intelligence and greater energy than Justinian himself. Intrepid soldiers, able administrators, they developed the whole intellectual and material resources of the Empire of the East. Empire defended itself bravely against invasions to the north and south; the Slavs were beaten back, the Bulgarians checked, Cyprus and Crete and Cilicia were reconquered from the Arabs; on all sides Hellenised Rome regained part of the territory it had lost. The laws were revised; administration was reorganized; and, in the large towns, Salonica, Thebes, Coriuth, and

the rest, industry and commerce brought a marvellous increase of wealth.

Constantinople was the entrepot and the medium of exchange between East and West, and thronged by foreigners. She had a University, with faculties of philosophy, rhetoric, and mathematics; from the University were drawn the chief dignitaries of the Empire. This renaissance extended to the arts, of which the emperors were earnest and munificent patrons. All this, too, is written in stone. Its worthy and its noblest record is that other great church, St. Mark's, Venice. For, when the old Basilica of St. Mark was destroyed or damaged by fire, it was rebuilt by Byzantine architects. This was at the time of the Norman conquest of England. St. Mark's, then, is a living embodiment of the history of the eleventh century, as it was in the East. See this great glory of Christendom, "rising like a vision out of the earth; all the great square opening from it in a kind of awe, that we may see it far away; a multitude of pillars and white domes, clustered into a long low pyramid of coloured light; a treasure-house, it seems, partly of gold, and partly of opal and mother-o'-pearl; hollowed beneath into five great vaulted porches, ceiled with fair mosaic, and beset with sculpture of alabaster, clear as amber and delicate as ivory; sculpture fantastic and involved, of palm leaves and lilies and grapes and pomegranates, and birds clinging and fluttering in the branches, all twined together into an endless network of buds and plumes; and, in the midst of it, the solemn forms of angels, sceptred, and robed to the feet, and leaning to each other across the gate; their figures indistinct among the gleaming of the gold ground through the leaves beside them, like the morning light as it faded back among the branches of Eden, when first its gates were angel-guarded long ago. And round the walls of the porches there are set pillars of variegated stones, jasper and porphyry, and deep-green serpentine spotted with flakes of snow, and marbles that, Cleopatra-like, half refuse and half yield to the sunshine their bluest veins to kiss; their capitals rich with interwoven tracery, rooted knots of herbage, and drifting leaves of acanthus and vine and mystic signs; and, above them, in the broad archivolts, a continuous chain of language and life, angels and the signs of heavens, and the labours of men; and, above those, another range of glittering pinnacles, mixed with white arches edged with scarlet flowers—a confusion of delight, amidst which the breasts of the Greek horses are seen blazing in their breadth of golden strength, and the St. Mark's lion; until at last, as if in ecstasy, the crests of the arches break into a marble foam, and toss themselves far into the blue sky in flashes and wreaths of sculptured spray, as if the breakers had been frost-bound before they fell, and the sea-nymphs had inlaid them with amethyst and coral." See this glorious church, and rewrite your history. The Byzantines were no puny race of emasculated sensualists. Here, as often, architecture writes true, and refutes false history. The Byzantine Empire was great, noble,

and splendid while we were savages. If history withholds true record, the very stones do speak.

THE MIDDLE AGE.

But we are barely half-way on our voyage down the stream of time. We have reached the dark waters of mediævalism. Here I cannot linger long. The collapse of the Western Roman Empire, and of the world-wide prosperity and comfort and happiness which it had so long assured for humanity, reproduces itself only too plainly in the poverty and degradation of architectural art. In Italy, for nearly three hundred years from 560 A.D., hardly a church was built. Late in the ninth century architecture at length revived; but it had to commence with the beggarly elements. In Milan, Verona, Padua, were laid the foundations of the great Romanesque style. Still worse was the lot of Northern Europe. In the South, the influences of Northern and Eastern barbarians, Goths, Visigoths, Vandals, Bulgarians, Hungarians, had, at length, settled down into organized communities, more or less civilized, more or less Christian. But, on the northern and western coasts of France, all round Great Britain, and on the east coast of Ireland, a new enemy, as destructive and as sanguinary as Goths and Vandals and Huns had been, now showed himself. It was the Viking. He left his mark on architecture. To take but a single instance: Armagh, the principal ecclesiastical city of Ireland, was attacked by Scandinavian pirates in the years 832, 839, 850, 873, 876, 890, 893, 895, 898, 914, 919, 926, 931, 943, 995, 1012, 1016. What did the poor Irish Christians do? At first they took refuge in their little churches; but these proved a vain protection. Priest and congregation were massacred together. Then they built a little round tower, after the manner of the towers of Ravenna, bonded into the church. But a tower, so placed, was of little avail against savage assailants clambering on to the church roof. Then they built their tower detached from the church, usually some 20 feet to the north-west; built its only doorway high up, 7 to 13 feet from the ground; and, drawing up their wooden ladder after them, were safe till the fury of the invader was over-past. So also in Western France, on the coast and along the river valleys, the architect had to be called in against the Northmen. But here, as in England, a different plan of defence was adopted. Instead of a detached round tower, a square tower was constructed, as a flanking-tower of defence to the west door of the church; very much after the fashion in which the entrance to the Norman keep of Norwich is fortified. For the same reason, the lower stage of the tower was made very thick, and without external openings. This seems to be the origin of the western tower common to thousands of our parish churches, but quite unknown to early Christian architecture. But, when the fortunate congregation had ensconced themselves in their western tower, the Viking would have the shelter of the church—a very pleasant place for a bivouac—as those know who have slept and cooked

in the churches in Icelandic travel. To make things unpleasant, then, for any Vikings who might wish to make themselves comfortable in the church, a loop-hole window—usually with balusters, as at Brixworth and Deerhurst—was contrived, from which, no doubt, the garrison of the tower enjoyed excellent sport with bows and arrows and spears and stones, while the furious heathen vainly raged below, not being able to get at the eastern door of the tower. To the same cause, I think—terror of the Northmen—is to be ascribed the fashion of setting the windows of our Anglo-Saxon churches very high up in the walls, as at Wing and Worth. But even this seems to have been insufficient. "At Jarrow the Northmen would seem to have clambered up on one another's shoulders, and so forced their way into the chancel—high up and small as the windows were. Taught by the recurring catastrophes, the Jarrow monks reduced these small windows still further, filling them up with solid blocks, bored through with little holes, through which not even a Scandinavian baby could enter in. Enough has been said to show what a character for audacity and ferocity our Scandinavian cousins possessed in the tenth and eleventh centuries.

But, at last, Scandinavians too entered the fold of the Church. Then came what I think one of the most wonderful and interesting periods of all the world's history—the twelfth and thirteenth centuries—one of the most important and wonderful of all periods, and one of the most interesting. Only one other period is there of like import: it is that of the Renaissance. For the meaning of the Gothic and the Renaissance periods is that one is a deliberate and organized attempt to Christianize the world; the other to un-Christianize it, to make the world pagan again. You may say that long before the eleventh and twelfth centuries the world was Christian already; that from the time of Constantine, as far back as the fourth century, the world had been Christian; that from the fourth onward to the eleventh century the Church had converted tribe after tribe, nation after nation, till, after the conversion of the Scandinavians, hardly any heathen were left in Europe. That is so: the Church had increased in numbers—there were hundreds of thousands of professing Christians by the year 1000 A.D.—but what a Christianity was theirs! How little worth that Christianity had was patent from the history of five centuries—five centuries of injury and wrong, of violence and lust, and murder untrained. Where was the Christ? The Christianity of those centuries was only nominal. The next three centuries, the eleventh, twelfth, and thirteenth, devoted themselves to the task of making Christianity real. The so-called Christian world had been a veritable hell on earth; some would tell you that Christianity did more harm than good in those evil days. Now a determined and organized attempt was made throughout all Europe, for the first time, to make God's earth a happy earth; to realize, literally and in simple verity, the kingdom of heaven on earth. That is what those poor, uncouth, illiterate mediævalists were about. How can that be

but a wonderful and interesting period, when mankind made its one vast collective effort to live up to the height and depth of the life of Christ? That is what twelfth and thirteenth century history means. And the Renaissance means the undoing of the work; the state of the devil who found the house swept and garnished and brought in seven other devils worse than the first. Well, you know something of what happened. At first it was a Church movement, a clerical movement. And the Church was of opinion that the likeliest way to bring Christianity into the daily life of men was to bring them to submit to a rule of life, and to live in brotherhood one with another. Multitudes did so. The greater monastic orders, such as the Benedictine, counted their monasteries by thousands. On the Witham, within a dozen miles, between Lincoln and Boston, there where monastic houses at Bardney, Barlings, Bolington, Kirkstead, Stainfield, Stirwoud, Topholm, Catley, Haverholm, Kyme, and Nocton, besides the College of Tattershall and the Hospital of Mere. Had the nobility of principles of the early days of the monastic movement persisted, the Church would have monasticised the whole of the laity. It really was within measurable distance of its goal. And, with the universal adoption of monasticism and the celibate life, there would certainly have been a drastic cure of the sufferings of poor humanity. For there would soon have been no humanity to suffer. Meantime, first the learned Benedictines, then the ascetic Carthusians, then those cultured Ritualists, the Cluniacs, then the stern practical Cistercians, equally opposed to Cluniac Ritualism and Benedictine culture, set to work to evangelize Western Europe. Everywhere rose magnificent piles; a mighty church, a vast refectory, a stately chapter-house, encircling the cloister's studious walk. The Benedictines built us cathedrals at Canterbury, Durham, Winchester, Chester, Ely, Gloucester, Norwich, Peterborough, Rochester, Worcester, and St. Albans. Of their abbeyes, Westminster, Selby, Malmesbury, Malvern, Romsey, Sherborne, Shrewsbury, Tewkesbury, survive wholly or in part; St. Mary's, York, Glastonbury, Lindisfarne, Reading, Tynemouth, and Whitby, are in ruins. The Augustinian canons left us Bridlington, Carlisle, Christchurch, Cirencester, Dorchester, Dunstable, Hexham, St. Saviour's, Southwark, Waltham Abbey, parts of which are still in use; Guisborough and Kirkham, which are in ruin. The Cistercians, who, of all the orders, did most for England in the last half of the twelfth century, have left us a glorious series of lonely ruins, Byland, Fountains, Furness, Kirkstall, Netley, Rievaulx, Roche, Tintern, Melrose. Not a single one of the noble churches of the Cistercian order is left for our use; part of the heavy price we paid for the Protestant Reformation. What a series of public schools, University colleges, convalescent homes, lunatic asylums, might have been housed in those vast and magnificent memorials of the art and of the piety of the twelfth century! But it was judged impossible to pull up the tares without the wheat, and now, indeed,

The oracles are dumb;
No voice or hideous hum
Runs through the arched roofs in words deceiving.
Yet, for many a generation, they were nurseries of goodness. For timid natures they were a refuge amid the insecurity of life and property outside their walls. They offered shelter to the painter, the sculptor, and the scholar. They were the asylum of the aged; an earthly providence to the poor. Here the worn-out sinner repented of his sin; hither he fled from fear of hell, and gained assurance of salvation. Hither came the disappointed, weary of ambition; hither the heart-broken, after loss of wife and child; hither the pure in heart, fleeing from the horror of mediæval wickedness; those inviolable walls were the only refuge of maidenhood. Here alone could Christ's counsels of perfection be followed in all simplicity; here all were poor alike; it seemed to many a genuine return to the early socialism of the Apostolic brotherhood. It was a re-action against the selfish life—an honest attempt by abstinence and asceticism to purify the intellect and the heart. But base men, as well as good men, crept into the fold; and the glorious ideal of all the races of the earth living under one saintly rule of life in happy brotherhood was not to be realized; the golden age was not yet to return to earth.

After referring to the influence of French architecture in England, the lecturer continued:—

And, in our own dear nineteenth century, what reflects the national character? Do we recognise it in the "fussy pretentiousness of 'Queen Anne villa-fitter';" or in the achievements of the "gin-palace turesque grottoes of ancient relics," "like hermit-themselves into the empty shells of others," "painfully labouring to use up the old bottles;" "putting architecture on the level of heraldry;" so that there is a fear, as one of the greatest of them has written, lest, in the next century, architects "may be classed among prehistoric fossils and extinct species, such as astrologers, necromancers, alchemists, and men in armour." Truly they reflect the spirit of the age, but not of their own age. Another eminent man writes: "Architecture is a dead language." Does not the character and spirit of the age speak forth rather in the works of the engineer? I dare not say these things of myself. I quote from present pets of a dilettante world of eminent experts. "The They are taken on their own survey, which is a high one. They toil in their offices at Westminster, and in all workshops of the North. They spin gossamers of lattice girders, in spans and altitudes inconceivable, before the wondering upturned gaze of mortal heads of mountains. They take their ironclads out to sea, where they occasionally leave them. Their virile force captivates an effeminate age. The appalling ugliness of the Forth Bridge has confirmed their claim to the awe and amazement of

mankind. Therefore their credit is in the land their reputation shall not be taken away. Kings distribute unto them titles; and the solemn chorus of the penny press shall exalt their name." Yes, when the long-delayed New Zealander at length arrives, we will not take him to see the New Law Courts* or the St. Pancras Hotel; we will leave him on his lonely arch to contemplate the remains of London Bridge and Waterloo Bridge and the Thames Embankment—"Hæ tibi erant arts, Romane."

In conclusion, let me apologise if, in some large measure, I have appealed to you rather as students of history than as teachers, and have passed the conventional limits which have been fixed for lectures delivered to members of your College. It is not good, I think, to be always teaching, or thinking of teaching, or talking about teaching. Pardon me if I have taken you somewhat further afield, to that more spacious scene where the movements of the great world-spirit find supreme expression in the master-art of architecture.—*The Educational Times* (London).

THE CONVOCATION OF THE MADRAS UNIVERSITY.

MR. COOK'S ADDRESS.

MR. CHANCELLOR AND GENTLEMEN,—Only once before in the annals of the University has the honor of addressing its Graduates in Convocation assembled been assigned to a member of the Senate resident outside the city of Madras. That was eighteen years ago when Bishop Caldwell, of universally revered name, stood on this platform. Your Excellency, as Chancellor, has thought fit to make a new departure this year, and assign the office to a member of the Senate from a Mofussil College. This I believe to be an index of your Excellency's interest in and sympathetic views regarding Mofussil Colleges; and I trust it may be an augury of the increased influence which these Colleges are likely to share with Madras ones in the future government of the University. Therefore I trust I may be allowed to take it upon me to convey to your Excellency, as Chancellor, on behalf of the Mofussil Colleges their grateful thanks for the honour done them, though it be in the person of one who does not feel equal to the eloquence that has graced this ceremonial in the past.

Gentlemen, Graduates of the year, as the mouthpiece of the Senate on this occasion, I am enjoined by the statutes of the University to exhort you to conduct yourselves, now that you have been admitted as members of the Univer-

sity, in a manner worthy of the position to which you have attained.

A THREEFOLD PROMISE

you have each of you given this day none the less binding on each individually because your numbers necessitate its being made *en masse*: first, a personal promise of moral conduct such as becomes Members of this University; second, a social promise of honorable conduct towards your immediately surrounding society and to the Empire to which we are all proud to belong; and third, a professional promise—last but by no means least—that you will never deviate from the straight path in the honorable exercise of your profession by making your knowledge subservient to unworthy ends.

These promises are few, and appear at first sight simple; but if analysed they will be found to be very comprehensive. To those who have attained to your position, it is unnecessary that I should spell out all that they include; your own reflexions on them should suffice for that. You are to look upon them in the nature of parting injunctions given you by your *Alma Mater* as she sends you forth to struggle with a world where temptations to break them will meet you at every turn. These injunctions you have promised her to obey: and obedience to them will bring you bright reward in the future, a reward that may not be reckoned in rupees, the reward of a clear conscience—

"What nothing earthly gives or can destroy.
The soul's calm sunshine and the heart-felt joy,
Is virtue's prize."

Many a man's failure in life may be traced to his breaking one or other of the seemingly simple promises you have given to-day; and the secret of many a man's success may be sought for in his strict obedience to some golden rule of life which may be summed up in a single sentence or perhaps a homely platitude, but one which to him has acted as an inspiration.

Gentlemen, whether you have attained to the Degree in Arts, or Law, or Medicine, or Engineering, or Teaching, you have completed only

THE FIRST CHAPTER OF YOUR LIFE'S WORK OF EDUCATION.

You are to be congratulated on having achieved this much, and you are to-day encouraged to persevere in the good work you have begun. It has doubtless cost you much self-denial; for the life of the true student is, before all things, a trial of his ability to deny himself excess of those distractions which, however pleasing and legitimate,

would interfere with the task he has set himself to accomplish. The student in this country is not perhaps beset with the same kind of distractions as is his *confrère* in a European University, where the allurements prove often too powerful for many a youth; but the distractions here, if not the same in kind, are probably no less numerous. Physically, students in this climate have much to contend with, that those in a more bracing climate know nothing of; and it is matter for our congratulation to all of you to have successfully withstood this physical strain.

From personal experience I imagine that the feeling of thankfulness that your Degree examinations are over is mingled to-day in the minds of many of you with a feeling of readiness to endorse the saying of an ancient Eastern king "of making books there is no end, and much study is a weariness to the flesh." The feeling

OF WEARINESS OF STUDY

after the excitement of Collegiate life, is a most common and natural one. You have no longer the stimulus of your fellow-students' companionship, or of your professors' dictatorship to keep it aglow. There is perhaps no great harm in yielding to it for a short time, as we yield our wearied limbs to 'nature's sweet restorer.' But there is a great danger to be guarded against. It is very apt to settle down into a permanent mental character, an intellectual inertia, a contentment with mere desultory reading. Such intellectual life reminds one of the lowest form of animal existence, where, in the absence of special organs, the fluid food passes mechanically through the general integument. To the danger of such a post-Collegiate life—the analogue of protozoan vitality—our Indian graduates are in a special degree exposed. Against it you should vigilantly guard. For it is by the chapters of your intellectual life that you begin to write from to-day that the value of your diplomas will be appraised by the outside world.

This naturally leads me to invite your attention for few minutes to a cognate matter of supreme importance to yourselves and of the deepest interest to all who believe that the success or failure of our Indian University system is intimately bound up with the future weal or woe of this great land. You are doubtless aware that there is no complaint more common, and no belief more general, than that our Indian Universities, during the first forty years of their existence now completed, have failed to fulfil what was expected of them. Critics assert that our graduates have done little or no

ORIGINAL WORK

of a character comparable with even second or third class European productions; that the attainment of a Degree is all the intellectual ambition of Young India, and this chiefly for its mercantile value; that our students have a wonderful acquisitive power but of a very superficial kind, and that they are utterly wanting in the constructive application of their acquirements; some critics have gone so far as to say that the Indian intellect is hopelessly exhausted and effete.

Of course the value of any criticism depends on the knowledge which the critic has of the subject. When, however, we find such a discouraging view of our Indian University results for forty years taken by those qualified to judge by reason of their own education, their position and long experience of the country; when, further, we find representative Indian graduates themselves admitting that these criticisms are not mere calumnies—as Professor Sathianadhan, of the Presidency College, Madras, did in his excellent lecture delivered at the Imperial Institute in London in October last, and as Professor Bose, of the Presidency College, Calcutta, did more recently in his lecture of February 11th before the Indian Section of the Society of Arts in London, it behoves our graduates and our University authorities to beatir themselves to diagnose the disease and, if possible, to discover a remedy.

It will not do to say that there is a pessimist standing round the corner of every institution ready to decry it; that critics are as common as mosquitoes in this country and are even more persistent and troublesome, ever ready to pounce on a new arrival; or that if enough mud is thrown, some of it will be sure to stick. The criticisms cannot be thus complacently dismissed. They must be faced.

In the short time at my disposal now it is impossible to treat this most important subject exhaustively. All I can do is to place before you a few thoughts that have occurred to me, in the hope that they may stimulate you to take your share in the inquiry and in doing something to remove the stigma on our educational system.

In the first place, then, does the cause lie in the material which we teachers have to work with? In other words, is

THE EXTREME THEORY

—or agricultural theory as I may call it—of the Indian intellect being exhausted soil an admissible one? Though this theory has the authority of a well-known name, I do not for a moment believe

THE HOME

that any one who has had experience of training European youths before coming to teach in this country, will countersign the criticism. The elements of educational training can be reduced, or reduced in practice, to a small number of heads. Now in *Linguistic* aptitude, in *History* and other mainly memory subjects, in *Philosophising* power, and in *Mathematical* acuteness, I am confident that any teacher, with experience of both East and West, will allow that our Indian students can hold their own any day; and in several of these subjects could give our Western students points.

Naturally it is different with those branches of education that are a peculiar feature of our Western civilisation, and that it should be

THE SPECIAL MISSION OF OUR UNIVERSITIES

to transplant to Eastern soil—I mean the *Scientific*, the *Mechanical*, and the *Artistic* branches. I say naturally, because the European's education in these branches is not confined to the class-room and the laboratory; it goes on at his own home from his infancy; it goes on every day on the streets; his whole environment is crowded with opportunities of acquiring and of stimulating such education which are denied to the student in this land. My own experience of Indian students in the laboratory is that they are not inferior to European, if we make allowance for this want of the mechanical influence which begins so early in the case of the European that it seems to be instinctive. While I decline, then, to admit any inferiority in the natural endowment of our Indian students' brains, I must next examine whether they have fair-play in after-life, and whether sufficient allowance is made for this in the demands for original work which critics make.

Let us then, in the second place, inquire if the cause may not be to a great extent due to the environment of climate, of home and of family.

THE CLIMATE

is responsible for much. It stimulates the merely receptive, the passive, the introspective, the speculative cast of mental character, and depresses the active and constructive energies so necessary for original work of any kind. I suspect even the Meteorological Department will not be able to make any change in this; though it occurs to me here to remark by the way that I do not think we should improve matters for our students by making the Degree examinations come at the hottest instead of the coldest season, as has been more than once proposed.

is responsible for much. A very large proportion of our students are, in respect of their University education, solitary units in a whole family or even a whole community. When we think that less than two per thousand of the male school-going population in this Presidency gets a University education, and that there is only one graduate per 8,000 of the population, we can see how many of our graduates must be bereft of that sympathy and fellow-feeling from those nearest and dearest which is a most powerful spur to intellectual activity. Time alone can work a change in this.

Family cares are responsible for a great deal. Harnessed while in his teens to a family yoke, the Indian graduate cannot be expected to keep pace with his European fellow, who is free from such a yoke. It is this, more than mere initial poverty, that deprives him of the learned leisure necessary for the exhibition of original work. Of the desirability, nay the necessity, for a change in this respect, I believe every graduate is convinced. It is one thing, however, to see a problem and quite another to solve it. The resistance of the masses arising from mere inertia and adhesion to custom for generations will have to be overcome: and at present, it seems an insuperable task. But I believe that the change will come some day; that it will come about by our graduates taking their natural place as the leaders of thought and action in the nation; and that with this change will begin the renaissance of India. In my view then, the environment of our students is responsible, to a greater extent than is generally allowed, for the lack of fruit from the tree of knowledge planted by our Indian Universities.

But a third thought occurs to me. Is our

UNIVERSITY CURRICULUM

free from blame for the dearth of intellectual results? Of course this is a heading for a pamphlet rather than a paragraph in this address; and I can only hope to indicate my ideas in a very general way.

I believe it is not free from blame. From start to finish, throughout all our University courses for a Degree in Arts, or Law, or Engineering, or Medicine, or Teaching, there is, I am persuaded, an excessive exercise of the merely acquisitive faculty of mind. There is too much merely passive memory work, which is by an irrefragable law followed by atrophy of the inventive or active mental powers. There is too much of the dead book, and too little of the living teacher. We

have gone to the opposite extreme of the early Universities when the teacher dictated his doctrine to his students. The mischievous and traditional methods of the school, where mere memory is exercised over words and the weaving of words, the powers of observation and action being practically stifled, are simply prolonged in the University curriculum. The individuality of the teacher is obliterated by

THE DIVINE TEXT-BOOK AND THE SACRED SYLLABUS.

I may give, as an illustration, what I have repeatedly found. A student may see an experimental demonstration carried out on the lecture-table and be told that the method shown him is newer or better than that pictured in his text-book; but in the examination paper he will reproduce, in nine cases out of ten, not what he has seen with his eyes and heard with his ears, but only what he has read in his book.

It has been suggested by my friend Professor Sathianadhan, in the lecture to which I have already referred, as an explanation of the barrenness of the Indian intellectual field that the mental energy of our students has been expended, though by no means wasted, in learning the English language. Well, Macaulay saw that it would be impossible to introduce the University system into India at all except by the medium of the English language: anything else would necessitate as many Universities as there are vernaculars—an obvious impossibility—and useless for opening up to the sons of India all the stores of our Western literature, science and art. Now it seems to me that if education through the English language were so exhausting to the Indian student's intellect, a similar state of things would have produced similar results in the European Universities of the middle and later ages, when Latin—a language by no means easier than English—was their universal medium of instruction, and when students were forbidden even to converse in their vernacular. That Latin was not destructive of either intellectual energy or originality is proved by the hundreds of ponderous tomes that poured from the Universities in that classic tongue, in which a Newton penned his Principia, a Buchanan his History, and the Scaligers and scores of others did monumental work. If

THE LEARNING OF A SINGLE FOREIGN LANGUAGE

were so mentally enfeebling, we ought to regard a polyglot waiter at an hotel as an intellectual prodigy. Almost every graduate of an English or a Scotch University acquires, in addition to Latin and Greek, a sufficient knowledge of French

or German or both, to enable him to study with profit at a continental University the subject for which he has a special taste. In mastering an exact science, where every word and phrase requires attention, I believe it is a positive advantage to study it in another language, provided one has a fair knowledge of that. It is so easy to hear or read a sentence in one's native language, without noting all that it implies; just as one is often blind to features of a familiar landscape that will strike the eye of a stranger. When the language of instruction in European Universities gradually changed from Latin to the vernaculars, it may have been a gain to the democracy, but it was an incalculable loss to the student and the professor to be deprived of a unity of language and literature which had done so much for centuries to promote freedom of intercourse between the different universities. What would the European student of medicine, or chemistry, or physics, or any other of the modern sciences not give to-day to have, through the medium of one language, the command of all that is being done throughout Europe in his special study. What Latin was for centuries to the Universities of Europe, English is to the Universities of India: aye and much more. For it puts the Indian student *en rapport* not only with all the universities of this land, but with the greater universities of Britain and the growing Universities of America.

I cannot help thinking that, be the cause what it may, our

UNIVERSITY CURRICULUM IS AT FAULT

when our students have to give five or six hours daily attendance on professors' lectures, when our professors have to teach more hours a day and more months a year than they would have to do in English or Scotch Universities, and when after all it is to a great extent matter of uncertainty to the professors and of chance to the students whether they do well or ill at the University examinations, and whether the fruits of two years' labour are realized or not.

I am well aware that our Indian professors, no less than our Indian graduates, have been frequently criticised for doing little or no original work; perhaps even the agricultural theory may have been advanced in their case also. But of this I am confident that our Indian professors have not a fraction of the leisure at their command for original work that their fellows in English and Scotch Universities have; and that in the lack of stimulus from their example cannot but powerfully influence their students.

A fourth possible cause suggests itself.

IS OUR COLLEGIATE SYSTEM TO BLAME

for the poverty of intellectual results? This opens the way to a wide field, which it is not possible to survey but only hurriedly to cross at this time. In my view, our collegiate system wants complete re-organisation, and has much to answer for.

Unfortunately our Arts Colleges, having grown out of mere schools, have remained both literally and metaphorically attached to the schools and their methods, instead of being joined to their natural head, the University. With the exception of the Presidency College and the professional Colleges for Law, Medicine, Engineering and Teaching, all our Arts Colleges are associated with a school department under the same roof and the same principal; and both school and college suffer in consequence. This may have been unavoidable at the inception of the University; but it is no longer so, in these days when the railway makes little of distance. It would be a great gain to students to have to repair after Matriculation to a properly equipped College, with ample Library, Reading Room, Laboratories, and especially Residential Quarters where those from a distance might be saved from the physical and moral mischief to which they are now exposed. The conditions of affiliation to the University ought to be made much more exacting than they are at present: and the Colleges should be subject to inspection by a University officer. It follows of necessity that this

CLOSER ASSOCIATION OF THE COLLEGES WITH THE UNIVERSITY

would have to be a mutual affair, and would imply a proper representation of each College on the governing body of the University.

In all the great Universities of Europe, whose life is reckoned by centuries and not by decades, we find no analogy to our Indian University system, where the separation of the teaching from the examining functions is complete. Our Indian Collegiate and University system is essentially modern and experimental. Originally modelled after the University of London, when that institution had itself only just completed forty years of its life, our Indian Universities have undergone considerable modifications since then. But these have been in the opposite direction to that modification introduced by the University of London itself. While it has ceased to require a collegiate preparation from its candidates for degrees, our Indian Universities have found the necessity of doing the reverse and of

declining to follow the model. There are many things that point to the wisdom of this.

For in the first place there seems to be now a consensus of opinion even in London that its University system has been tried and found wanting; and there has been during the past few years a powerful agitation for the conversion of its merely examining University into a teaching one, or for its replacement by a grand central teaching University worthy of the Metropolis of the Empire; a proof that the

DIVORCE OF THE TEACHING FROM THE EXAMINING FUNCTION

has been a failure. There are two other striking illustrations in the same direction.

The institution of the Royal University of Ireland in 1880 is one. Though it bears a close analogy to our Indian system, in that its Affiliated Colleges, the Queen's Colleges of Dublin, Belfast, Cork, and Galway retain their independence, and are subject to the control of the University Senate only in the regulations for the Degree and Honors examinations, yet the chief share in the conduct of the examinations and the advising of the Senate with regard to them is vested in a Board of Fellows elected by the Senate from the Colleges.

Another important example is the Victoria University of England—whose charter also dates from 1880. Its constitution contemplates its ultimately becoming a federation of Colleges, including Owen's College, Manchester, University College, Liverpool, Yorkshire College, Leeds, the Newcastle College, and any other which by its efficiency and stability may prove worthy of affiliation. But it expressly combines the teaching and examining functions, and confers its degrees only on those who have attended a prescribed course of study in one of its Affiliated Colleges. Its governors consist partly of persons nominated by the Crown, and partly of representatives of the governing and teaching bodies of the Colleges and of the graduates of the University; while its examinations are conducted by examiners representing the teaching body in conjunction with external examiners.

All these facts combine to point the direction which our Collegiate and University system in this country will have to take. Fewer Colleges, but more fully officered and equipped, freed from the encumbrance of mere school departments and in close touch with the University, would

REVOLUTIONISE OUR WHOLE SYSTEM OF HIGHER EDUCATION.

Our graduates would breathe a different at-

mosphere in their student days, and the effect would be a sturdier intellectual life to follow.

The fifth and last line of inquiry that suggests itself is, have our graduates sufficient encouragement to devote themselves to original intellectual work? By this I do not mean to inquire, as has been done repeatedly in Convocation addresses, what encouragement in the way of prospective government or professional appointments, or what avenues to respectable or even lucrative employment have they to hope for after graduation? Nor do I mean to moralise upon that general incentive to all intellectual work whose influence in East and West alike is as strong to-day as it was when Milton wrote—

"Fame is the spur that the clear spirit doth raise,
That last infirmity of noble minds,
To scorn delights and live laborious days."

But I refer to the more specific

ENCOURAGEMENT OF POST-GRADUATE WORK,

which has in recent years come to be considered a necessary adjunct to a University—I mean the "Endowment of Research." In this direction we have not even begun to move in Madras. The total of the various endowments for Prizes and Scholarships in this University does not yet amount to a single lakh; and all these have respect only to the attainment of a Degree in Arts or Law or Medicine.

But in all the younger Universities of Europe and America, and even in the most conservative of the older ones, the horizon of University education and influence is no longer bounded by the mere bestowal of Degrees. It has widened enormously since the Universities of India were founded in 1857. Entirely new methods of instruction and of study have appeared: these have been concurrent with the discovery of illimitable material for the application of these methods. I refer specially, though not exclusively, to the discoveries in Natural Science, which have already transformed our whole material environment, and have even changed what philosophers are pleased to call our cosmological conceptions. These have led to the conviction that there is a boundless region of discovery still remaining to be explored, filled with promises of splendid benefaction to mankind.

It is meet that the Universities should be the custodians and directors of

THE NEW EDUCATION

as they had been for centuries of the old; that they should be the centres from which the noble

altruism of science should radiate among the nations. In Europe and America they have been made in recent years the trustees of many munificent bequests, all intended to stimulate the ardour of research in fields where the vigour of youthful application is required, and where the aid of special apparatus and laboratory equipments otherwise beyond the reach of the researcher is a necessity. If such stimulus is needed in Europe and America, it is tenfold more needed in India, whose peoples as a whole have yet no appreciation of the benefits brought by scientific research and discovery to the civilisation of other lands.

There is no country in the world where there is so much need, there is none where there is so much scope, for the propagation of the gospel of science, summed up in the motto of the devout Danish professor

"THE LAWS OF NATURE ARE THE
THOUGHTS OF GOD."

It is this gospel, even imperfectly apprehended as it is, that has for generations saved the West from those periodical devastations formerly wrought by disease, famine and pestilence; and it is by this alone that the same dire scourges must be driven from the East.

A hopeful beginning of post-graduate research has recently been made in another of our Indian Universities, and results of good promise have been already achieved. Every Indian graduate may rest assured that the right-hand of fellowship, so cordially extended by the physicists of Britain to their young countryman from Calcutta, will be as cordially proffered to every one of them that follows in his steps.

Gentlemen, I have endeavoured to place before you a few suggestions as to some of the changes which I believe are needed in order that our graduates may have a better chance of proving their powers for original work than they have had in the past. They are offered,

NOT IN THE SPIRIT OF EXCUSE BUT OF
ENCOURAGEMENT,

by one who would fain take an optimistic view of the future. Though I do not forget that the evolution of our European Universities has been a matter of centuries, and a function of many variables, commercial, political, social and religious, though I fear that too much has been expected from this first forty years of our Indian Universities, yet, looking at what their Universities have done for other lands even less promising than this, I cannot but believe that they will do equally great things for India, and I cannot but

hope that, when another cycle of forty years has ran from this Convocation rostrum, some Fellow may recite the peaceful victories won by many an Indian graduate in every field of knowledge—

"Who loves not knowledge? Who shall rail
Against her beauty? May she mix
With men and prosper! Who shall fix
Her pillars? Let her work prevail."

OUR UNIVERSITY CORRESPONDENT.

CAMBRIDGE,

March 1897.

The most important piece of news that I have to communicate this month is also the saddest. The death of Professor William Wallace robs Oxford of one of its ablest and best-known men, and the philosophical world of one of the very few writers who could express the thoughts of Hegel in an intelligible form. Professor Wallace was still, comparatively speaking, a young man. Writing from memory, I should say that he took his degree—a brilliant one—in 1866; and he was thus considerably nearer to fifty than to sixty. Much more work was expected of him; but a sad bicycle accident a few miles from Oxford has dashed all hopes. He was best known, of course, as a metaphysician; the most distinguished, perhaps, in Oxford since T. H. Green, whom he succeeded as Whyte's Professor in 1882. His *Logic of Hegel* was remarkable for the rare union of complete understanding of the subject with a style worthy of Hume or Berkeley. But in Oxford he was also what is called a 'character.' His Scotch accent, worthy of his great namesake, and his striking figure, combined with a certain blunt homeliness of speech, made him well-known to many who do not know Hegel from Schopenhauer. He had plenty of shrewdness, which he often exerted with fatal effect as an examiner in the 'schools.' A friend of mine, now a Fellow of his College, had contented himself with reading the first seven books of Plato's Republic; whereas every scholar knows there are ten. But he had reckoned without Professor Wallace. Great was his dismay in the *Viva Voce* when he heard that familiar voice saying pleasantly, 'wull ye tak your Republic, Mr. Jones, and wull ye open it at the eighth buik!'

It is a change from the *Logic of Hegel* to the Knights of Aristophanes. The Oxford Amateur Dramatic Society has just given a performance of this perennial play. The incidental music has

been written by the Rev. F. W. Bussell, of Brasenose, who is not only a good classical scholar but an excellent musician. He has also plenty of humour; for was it not of the undergraduate, Mr. Bussell, that a story (*ben trovato*, whether literally true or not) was current ten years ago as to an encounter with a Proctor? The Proctor happened to be his college tutor, and knew him well. 'I am sorry to meet you under these circumstances,' said the undergraduate; 'I am only too glad to give you an opportunity of vindicating the law!' It may well be believed that such an undergraduate did not become dull on gaining a Fellowship; and in the Knights he has found a perfectly legitimate subject for flights of humour. The incidental music is full of reminiscences of popular songs of the day, so skilfully interwoven that one might believe Cleon and the sausage-seller to be Londoners of to-day. As Gibbon said of Homer, 'In this form Aristophanes would peruse with more satisfaction his own writings, and his scholiasts must resign the prize to the labours of his western editor.'

The Syndicate appointed to inquire into the question of Women's Degrees has issued its report; or rather has issued two reports; for there seems to have been but little harmony of opinion. The majority, having regard apparently to the fact that women suffer an undoubted hardship from their inability to put certain letters after their names, recommend that they should be allowed the titular degrees of B.A. and M.A. on passing any Tripos except the Science and the Theological. The M.A. degree will be granted, as in the case of men, when the Bachelor has completed three years and paid an additional fee.

Against this a large and influential majority has protested. Their main argument, as expressed in the inevitable fly-sheet, is 'that by the action recommended by the Syndicate the University would create a large and growing body of titular graduates, disfranchised, and likely to be discontented with their anomalous position; and that accordingly the proposed plan cannot be regarded as more than a temporary expedient, and would probably prove to be a step in the direction of granting to women complete membership of the University.' They propose therefore that the title of Magistra in Litteris or Magistra in Scientia, according to the subject of study, should be conferred on women so soon as they have attained honours in a Tripos by which a member of the University gains the right of proceeding to the degree of Bachelor. They point out that since these titles are not

titles of degrees, no change in the University statutes would be required; whereas the proposal of the Syndicate might involve far-reaching consequences, that cannot be foreseen.

Though these are the recommendations of a minority of the Syndicate, yet I am strongly of opinion that the Senate will probably take this line, or something like it, rather than the line proposed by the majority. There is a growing resolve that the Women Question, like the Turkish Question, shall be settled on some permanent basis; and the ideas of the majority, if carried out, would probably only lead to further agitation. I hope, in my next letter, to be able to tell you how far I have been a true or false prophet. One argument which I have heard used is not likely to have weight in proportion to its cleverness and want of gallantry. It is this, that if women are allowed degrees, so many of them will come to Cambridge that all the men will go to Oxford.

I spoke last month of the proposed alterations in the so-called Historical Tripos, and of Mr. Oscar Browning's strictures on those proposals. Whether in consequence of Mr. Browning's arguments, or for some other reason, the scheme has been amended. There are many, however, who, like the Irishman, will not think it has been amended for the better. The examination is still to consist of two parts. In the first part Political Economy is an alternative for Economic History. The special subject is however compulsory. In the second part Political Economy is also possible. The point on which objectors have mostly fastened is that general European history is retained. Candidates will thus be encouraged, if not compelled, to acquire a superficial knowledge of large tracts of history; and it seems certain that it is educationally better to know a little thoroughly than to acquire a smattering of a great deal.

While speaking of History, I am reminded that a biography of young Vicary Hawkins has lately been published. This young genius came up from the lowest strata of society; gained a County Council scholarship; was placed first in the Cambridge Senior Locals; and finally took a History scholarship at King's. While here he became Whewell and Lightfoot Scholar, and took a first class in his Tripos. He was on the borders of winning a Fellowship at King's when an attack of illness, to which no great attention was at first paid, proved fatal. Young as he was, however, he had accomplished some high-class original work. His biography, written by two Dons,

enables us to guess how much we have lost by his early death.

The Cambridge fund for the relief of the Indian Famine amounts already to more than a thousand pounds. Almost as I write a meeting is being held in support of this excellent object, which we hope will at least double the amount. Sir Colin Scott Moncrieff, who assisted in administering the last relief fund, the Vice-Chancellor, the Master of Trinity, and Prince Ranjitsinhji will attend and speak.

Both at the Oxford and at the Cambridge Union Lord Penrhyn's treatment of his colliers has been the subject of debate. At Oxford the noble Lord was supported by sixty-four to sixty-three; at Cambridge by a slightly larger majority. But more interesting than either Union has been a meeting of the Russell Club at Oxford, where Mr. Morley and Mr. Augustine Birrell were the guests, and spoke with their usual and characteristic ability. The speech that the President of the Club, Mr. Bentley, made afterwards seems to have made upon them more than an ordinary impression. He said, what is probably true, that though there are always more Conservatives than Liberals at Oxford, yet there are very many more conversions from Conservatism to Liberalism among undergraduates than from Liberalism to Conservatism. Indeed, a man who goes up to Oxford a Liberal generally leaves it a Radical. If he goes up a Radical he generally leaves it all but an Anarchist.

Very few books of a specially scholarly type have been published lately: but the Universities have been represented to a very remarkable degree in an army of young versifiers. Mr. Beloe, of Oxford, has brought out a clever child's book called 'The Bad Child's Book of Beasts.' Mr. Owen Seaman has produced a volume of extremely able parodies. I have already mentioned the echoes from the Oxford Magazine, which has provided respectable people with an oath that may come in useful on emergency—

'Poluphloisboisterous Homer of old
Threw all his arguments into the sea,
Although he had often been courteously told
That perfect imperfections begin with an e:
But the poet replied with a dignified air,
What the Digamma does any one care?'

GERMAN LETTER.

Another representative of German science, Emil Dubois-Reymond, Professor of the University of Berlin, died a short time ago. He was a celebrated physiologist and discoverer

in the province of his science, well known in the world of culture and education and much beloved and highly respected by all who knew him. A pupil of Johannes Müller, he investigated thoroughly the electric processes in the animal organism, and by his chief work "Investigations on Animal Electricity," published during 1848—1860, he gained for himself a great scientific renown. By it he upset the old theory of the "secret vital power," the so-called "vitalism," by which the process of life used to be explained. Dubois illuminated in a new way the effect of electricity on nerves and muscles. The great Alexander von Humboldt took a lively interest in the work of the young man of science and Dubois showed him a great many experiments in his own dwelling. In 1850—60 he went to London and Paris in order to lecture on his discoveries, and a great success it was to him, when a commission, brought together by the Academy of Science, confirmed all the facts announced by Dubois-Reymond. When 33 years old, he became member of the Berlin Academy of Science, and in 1867 he was elected secretary of the Physical and Mathematical division of the Academy. After the death of Johannes Müller he became Professor of Physiology and later on the Head of the Physiological Institute.

He was a great orator, and knew how to keep the attention of his audience. Thoroughly trained in Philosophy, he contemplated the educational development of mankind from the scientific standpoint. He divided the historical past into the speculative period of antiquity, the scholastic period of the middle ages, the humanistic period of the renaissance and the inductive technical one of our century. Dubois tried to fix the limits over which the human mind is not able to pass, in his book, "The Limits of our Knowledge of Nature." Very interesting and celebrated for their style are his speeches and essays: Chamisso, as Natural Philosopher; "English Opinions about Frederic the Second"; "Darwinism"; "Goethe and no End." He was a thorough Prussian and devoted to the house of Hohenzollern.

His death will be much regretted by all the Gymnastic clubs of Germany. He himself was an excellent "Turnen" (gymnast), and together with Kluge and Dr. Reimer he founded, in 1848, the Berlin Gymnastic Club. When Major Rothenstein, the Head of the Royal Central Gymnastic Institute, attacked Jahn's system of Gymnastics, and wished to abolish the exercises on the horizontal bar for physiological reasons, Dubois said in its defence: If the horizontal bar did not

exist, we should have to invent it. He compared the three forms of bodily exercises: the German "Turnen" (gymnastics), the Swedish Gymnastics, and the English Sports.

He condemns the Swedish Gymnastics and thinks them utterly unfit for the bodily development of a sound youth. They might strengthen the muscles, he said, but fail to make complicated movements easy. As to English Sports, where the great aim is to become champion in running, jumping, climbing, fencing, riding, rowing, &c., the preparatory exercises of German gymnastics might be dispensed with, but the German "Turnen" offer without great preparations and special conditions to any number of youths ample opportunity for bodily exercises. The German "Turnen," he says, have the ideal aim of self-perfection, without striving for immediate practical advantage, and thus we have in the "German gymnasium," not only a greater mental education, but also a better harmonious bodily development than in England, where the individual, following his inclinations, throws himself with ambitious passion into rowing, riding, cricket, foot-ball, &c. The body trained in the German way has the great advantage of being provided with ready forms of movements for every position of the body, as a well-trained mathematician is provided with methods for every problem. There is no doubt that the German "Turnen," with their abundant mixture of theory and practice, seem to be the happiest and final solution of the great task with which pedagogical science has been occupied since the time of Rousseau.

One of the following gentlemen, is very likely to be his successor: Professor Willy Kühne of Heidelberg; Professor Munk, Berlin; Professor Heidenheim, Breslau, and Landauer, Greifswald.

The University Extension Lectures are becoming more and more popular in Germany, in spite of some papers, which think that these classes will do more harm than good, and will only swell the numbers of the "half educated."

Professor Buchner, Munich, will lecture on "Hygiene," Professor Haushofer on "The History of National Economic Ideas," Professor Oebbake on "Useful Minerals," Professor Moritz on "Nourishment," Professor Brentano on "Property and its Development."

In Leipzig, Professor Willowski will lecture on "The Development of the German Theatre," and Professor Lamprecht on "The Transition of German Politics to the World's Politics," &c. Some well-known Berlin University Professors

have asked the Academical Senate of Berlin to send in a petition for the grant of 15,000 M. (£750) to support the University Extension Lectures.

OUR BOMBAY LETTER.

8th April 1897.

The lull of the hot weather is this year felt earlier than usual, specially in educational circles, and perhaps more here than anywhere else. H.E. the Governor of Bombay has decided not to go to Mahabaleshwar this season, or at least not for any length of time; but his decision does not affect the schools and colleges. Many of them, as has been shown in former letters, have had to begin their hot weather vacation in February and March. If I had to write about the plague in general, many pages could be filled, but regarding the effect of the plague on education only the same old story has to be repeated. Still a few of the schools have held out, especially the European schools in the cantonment of Poona, and that for the simple reason that the danger did not come near them. It goes, however, without saying that their attendance has been greatly reduced, because parents living at a distance felt constrained to withdraw their children, or residents took their children away with them to the hills. Naturally a great responsibility rests on the school managers when the school sessions are continued in the face of constant danger, and though it might appear advisable to them to close the school and not to court danger, yet under the orders of the Director of Public Instruction this could only be done after consultation with the Civil Surgeon. So long, however, as no dangerous case has occurred in a school, the Civil Surgeon will not be called; but to wait till one occurs, is fraught with great difficulties, especially in boarding schools. And yet to close while there is no real danger would simply add to the panic already existing all over the country.

In epidemics like this it might be advisable for Government to order peremptorily the general closing of schools. In Europe this would be surely done, and the initiative generally comes from the medical authorities who more than others realize the danger of contagion arising from schools, the pupils of which come from various parts of the locality. In India this danger is enhanced by the population of native servants in the case of Europeans, as about three or four families live in the compound belonging to a bungalow inhabited by one European family, while washermen and other outside servants

rather increase than lessen the danger. Under these circumstances it is a real wonder that the European community is not suffering more, and that, as far as the European schools in the Poona cantonment are concerned, there have been no plague cases in their midst. Some schools in Bombay, where the Europeans do not live so markedly separate from the native city, have, however, not been spared.

Apart from the European schools, taking all the various schools into consideration, closed or not closed, the question arises whether education is making much progress when only a comparatively small portion of pupils receive instruction, which implies that the others who do not receive any will on rejoining their schools in a few months prove a drawback to their classes, and whether it would not have been just as advantageous or disadvantageous to close the schools altogether. As the absentees are in the majority, the work done with the minority will have to be gone over, of course not to the absolute advantage of the latter, though a revision will always prove beneficial. Under our standard system it will be hard work for the teachers to get their classes through the required amount of work in the time that will be left. Whichever way we look at the problem, it remains a deplorable fact that education along with commerce is suffering in many respects under the present conditions. We have all to submit to what cannot be changed, hope for an improvement and go on. If the plague is stamped out by the beginning of June, matters may be easily mended, as practically only two or three months will have been lost in the case of the Bombay schools, and one or two in the case of the other towns of the presidency.

The long spoken-of changes in the Educational Department have now occurred, and Mr. E. Giles, M.A., is now Director of Public Instruction, while Mr. Chatfield, after handing over his office held for almost a quarter of a century, embarked on the mail steamer leaving Bombay on April 3rd. Mr. R. D. Prior, M.A., takes the place of Mr. Giles as Educational Inspector in Sindh. Mr. Chatfield's administration has been a very steady one; education has markedly developed in Western India during the last twenty-five years, while experiments were more or less conspicuous by their absence. We have not got the large apparatus of departmental examinations in our Bombay system that exists in other parts of India. It seems to me that the annual inspection of schools is carried out on very liberal principles, such as have been from time to time emphasized as the only proper ones in awarding

grants, i.e., not by results of certain examinations, but according to the efficiency of the teachers, the kind of methods employed, and the general intelligence of the pupils in the work done. This leaves more room for healthy growth than the laborious system of examinations which degrades schools into grinding machines and cram institutions, and which reminds me always of the Chinese system of education which has been for centuries the same and has led to a practical stand-still of real learning because the Chinese were expected to be nothing else but parrots. Some of our Indian youths are by the help of these examinations acquiring just as much of that spurious kind of learning as they can.

The foundation stone for an Arts College in Junagad was laid on March 25th by Colonel Hunter, the Political Agent for Kathiawar. A technical institute is to be attached to it. Vazier Bahauddinbhai, whose name the institution is to bear, started this enterprise with a very munificent contribution from himself. Thus Kathiawar is trying to hold its own in matters educational. Beside the Convocation of the University Senate for conferring degrees and receiving the report of the Registrar, held on April 5th, there is nothing else to mention that would interest the readers of the *Educational Review*.

Correspondence.

To

THE EDITOR,

THE "*Educational Review*."

SIR,

It appears from paragraphs 121-129 of the Madras University Calendar for 1895-96, that for the purpose of looking over the answers of the candidates for the various examinations, the University appoints examiners and assistant examiners, and the duty of the latter is stated to be to examine the answers under the supervision of the former. Now you would render a service to students in other parts of India, if you would kindly explain, in the next number of the *Educational Review*, how the work of supervision is carried out at Madras; i.e., whether the examiners, before the commencement of the examinations, meet together and lay down general directions for the guidance of their assistants, the latter making special references to them in cases of doubt; or whether they re-examine a certain proportion of the answer papers looked over by the assistants. At Oxford it is said

that there are three examiners appointed for each subject in the degree examinations, and the papers of each candidate are looked over by all the three separately, so that there is a threefold check provided against error. In the Scottish Universities the answers are said to be looked over by two examiners. It should also be explained how the dispute is settled when there is a difference of opinion between the examiners and their assistants at Madras regarding the marks to be given to any candidate's paper.

Another point on which information would be welcome in this part of India is whether the rule about examining under supervision applies to the F.A. and B.A. examinations, or only to the Entrance examination. The wording of the rule as laid down in the Calendar is general. It makes no exception in favour of any examination. Still positive information on this point would be of advantage to us here.

I see from the Calendar above referred to that the examiners in English are divided into three groups, called examiners, chief assistants, and assistants. Is the work of 'chief assistants' supervised in the same way as that of ordinary assistants? If not, in what respect does the method in their case differ?

Who is Mr. L. Davidson, B.A., I.C.S., who is mentioned among the assistant examiners for English in the Calendar? Is he an Indian Civil Servant, or do the letters I.C.S., after his name, denote something else?

LAHORE,

5th March 1897.

Yours truly,

INQUIRER.

F.A. RESULTS—DECEMBER 1896.

To

THE EDITOR,

THE "*Educational Review*."

SIR,

By a curious and regrettable error the headings of columns 9 and 10 in the Analysis of the late F.A. Results published on pages 121-2 of the *Review* for March have been interchanged. Column 9 should be headed "Phys." and column 10 "Hist." These corrections necessitate two other corrections in the right-hand column of page 122. In line 12, read "Physiology" for "History," and in line 19, read "History" for "Physiology."

THE COMPILER OF THE ANALYSIS.

CONTEMPORARY EDUCATIONAL PERIODICALS.

The chief article in the March number of the *Educational Times* of London deals with the great Educational changes, such as the reconstitution of the London University, the creation of a Catholic University in Ireland, the re-organization of Secondary education, which are likely to occur in the year of the "Diamond Jubilee" of the reign of Her Majesty Queen Victoria, and mark 1897 as a year of great educational foundations.

The second leading article forms a reply to a sweeping and bitter attack on all educational agencies and societies made by Mr. Karl Delisle in the February number of the *London Journal of Education*. It is pointed out that the growth of training colleges, the formation of societies for encouraging discussion and spreading information on educational matters, the anxiety of teachers to increase their knowledge and prove themselves worthy of their opportunities serve in themselves as a sufficient answer to Mr. Delisle's charge of want of faith on the part of teachers in their work.

Guy Cadogan Rothery describes under the heading *A Seventeenth Century Reformer* the life and work of Mary Astell, an Englishwoman of the seventeenth century, who fought for equal rights to education on behalf of her sisters. The keystone to her life-work is summed up in her own words: "Whoever would act to purpose must propose some end to themselves, and keep it still in their eyes throughout their whole progress. Life without an end in view becomes disorderly." The following passage taken from her "Defence of the Female Sex" is worthy of thoughtful consideration: "I take Nature to be the great book of universal learning, which he that reads best in all or in any of its parts is the greatest scholar, the most learned man, and this is as ridiculous for a man to count himself more learned than another, if he have no greater extent of knowledge of things, because he is more versed in dead languages, as it would be for an old fellow to tell a young one his eyes were better than his because he reads with spectacles, the other without."

Besides these this number also contains a short article on "Simplicity in Poetry" and a paper on "Architecture as a Reflex of National Character" read to the College of Preceptors. We give the full text of the latter in another place.

Mrs. Henry Sidgwick and her work at Newnham form the subject of the leading article in the March number of the *Educational Review* of London. Mrs. Sidgwick is the sister of Mr. A. J. Balfour, of philosophical and political fame. She succeeded to the principalship of Newnham on the death of Miss Clough. Though her name is most widely and deservedly known in connection with Newnham, she has also done valuable work in other directions. "She has assisted Lord Rayleigh in the precise determination of the value of certain electrical units. She is an active Member of the Society for Psychical Research of London and has taken a considerable share in the work of editing the journal. She has also been appointed to serve on the Royal Commission to inquire into Secondary education."

The Rev. J. O. Bevan, M.A., F.S.A., writes in the form of an open letter on the "efficiency, public spirit and reform in private schools," and pleads for the formation of a new guild of efficient private schools. The writer of the article on "Professional examinations for Teachers" contends that two preliminary questions must be answered before granting professional diplomas to teachers. "These questions are what are the candidate's claims to be considered an educated person? Can he carry out in the school-room what he says should be carried out there?" The following which forms the final paragraph of the short article on "the cult of the child" deserves consideration from our teachers: "The child's mind is not an adult mind; but he has a modified psychology of his own. He does not quite think, feel, act as the man. His mind works somewhat differently. How does it that to which teachers should address themselves. Let them understand general psychology, and then study what has been written in child practice and adapt the class-subjects of their teaching to the children they have to teach. In other words, let them change the present end of teaching—that of teaching subjects—to the more human end of teaching children by means of subjects. Let the teacher study children at least as carefully as the literary man and the artist."

The remaining articles consist of reviews of books.

The *Practical Teacher* for March is as usual very good. It is full of interesting and instructive matter, which cannot profitably be abridged and presented here.

The occasional notes in the March number of the *Journal of Education* (London) deal with current topics, such as the Voluntary Schools Bill, Mr. John Morley's condemnation of the measure in his Oxford speech, the development of manual education in Board schools, the barrack-school system of dealing with pauper children, the revised programme of the Modern Language Association, the increased number of holiday courses in Germany and France, Mr. W. T. Stead's proposal that schoolboys shall learn each other's languages by correspondence, and different phases of child-study.

In a paper on "Music in Public Schools," Mr. C. F. Abdy Williams pleads for a greater encouragement for the pursuit of the gentle art in the Universities.

Mr. J. W. Randall in an article headed "An Album of Schoolmasters" discourses of Creakle and Squeers, of Doctors Strong and Blumber, and of Mr. Feeder, B.A., characters described by well-known novelists, and endeavours to point out their equivalents in modern real school life.

Besides these there are two other papers, one by Miss Rogers, Secretary to the Association for the Education of Women in Oxford, on "The Preparation of Girls for the Oxford B.A. Degree Course," and another on the "Art of Head-mastering" by Mr. William K. Hill.

Reviews and Notices.

With the Jungle Folk, by E. D. CUMING. London, Osgood, McIlvaine & Co., 1897.

Mr. Cuming is already favourably known as a writer on Burmese Life. It is something to say that his reputation will not be diminished by his latest effort, while it may appear to be an exaggeration to say that his reputation will be enhanced. *With the Jungle Folk* is a sketch of Burmese Village Life, and we cannot imagine a more successful attempt to give an insight into the life of the Burmese villagers. We venture to say that there are few Englishmen who have resided in Burmah who will not derive profit, and none who will not derive pleasure from a perusal of this book. Mr. Cuming has a keen sense of humour. It appears on every page and is always welcome. He is likewise keenly observant, and this is evidenced by the artistic manner in which he conjures up scenes from nature, and by his portrayal of the Burmese character. The book has the advantage of being illustrated by a Burmese artist. The pictures in the words of the author, "have been reproduced exactly as

drawn, in order to preserve their character. Lest they should mislead the reader, it seems advisable to point out that this method of reproduction also serves to illustrate a conspicuous trait in the character of the race." Mr. Cuming tells us that he requested the artist to represent one or two night scenes to correspond with the text, but the artist objected that, as you could not see things in the dark, you could not paint them. The light of day is therefore shed upon a few incidents which occurred at night.

The sketch is woven round the adventures of one Pho Lone. The peculiarities of Burmese love-making are depicted in relations between Pho Lone and the girl of his heart, Mah Pan. The lady, like all pretty Burmese girls, is a troublesome coquette and poor Pho Lone suffers much accordingly. Much of his book is descriptive of the doings of the dacoits into whose hands Pho Lone has the misfortune to fall. He is an arrant coward as an enforced dacoit, but the way in which Mr. Cuming describes his bluster when he returned to his native village is inimitable. To save himself from just retribution, Pho Lone becomes a policeman and turns Queen's evidence. Mah Pan cannot resist her suitor's uniform and falls an easy victim to its charms.

We feel tempted to give extract after extract, but this would not be fair to either author or to the reader. Judging the book from an exclusively educational point of view, we have no hesitation in strongly recommending it to teachers and students who desire to become acquainted with Burmese life and character.

An Introduction to the Study of Chemistry, by W. H. PERKIN, JR., Ph.D., F.R.S., and BEVAN LEAN, D.Sc. Macmillan & Co. (Limited), London, 1896. 2s. 6d.

Biological investigation has established beyond doubt that the history of the development of the individual is a brief resumé of the history of the development of the race. This law holds good not only for embryonic development, but also for all phases of human development. Education being the training of the individual to participate in the social consciousness of the race, it can be effected most easily and successfully when it pursues the path of least resistance, that is, the path which the race has followed in its own natural development. Hence, if teaching is to serve its true end, it must have for its basis the law of ontogenetic development. The right method therefore of teaching any subject is that according to which the subject itself has

developed in the development of the race. The order and method to be adopted in unfolding a subject before the student's mind are clearly marked out by the historical development of the subject itself. The various parts of a subject can be most naturally presented to the individual mind in the order in which they have come into existence in the history of the human race.

This principle has been accepted unquestioningly by the authors of the book before us, and they have endeavoured to produce a text-book of chemistry, not for meeting the demands of any syllabus or examination, but for cultivating a spirit of inquiry. Not only are observation and experiments made to go hand in hand, but the experiments are made for the most part quantitative in character. From beginning to end the book is scientific in the true sense of the word and masterly and lucid in treatment. It is not only a valuable but also a unique contribution to the study of chemistry. It deserves all praise, and we can recommend it without reservation to all teachers and students of chemistry in Indian schools and colleges.

The Standard of Value, BY W. L. JORDAN, *Seventh Edition*. Longmans, 1896.

This is an able statement, brought up to date, of the question of bi-metalism. The book collects together the various contributions to newspapers and periodicals made by Mr. Jordan, from time to time, on the subject of bi-metalism. There is necessarily, therefore, much of repetition and much with only a local or passing interest. With all its persuasiveness, one doubts whether the book will materially forward the cause of bi-metalism. It scarcely seriously attempts to answer the one insuperable objection to bi-metalism. Perhaps the most interesting, and certainly the most instructive chapter, is that on "The Pound Sterling; its history and character." Mr. Jordan makes much of the Law of 1816 which made gold the only legal payment for debts which, according to Mr. Jordan, defrauded debtors by depriving them of the right to pay in silver. Mr. Jordan denies the justice of paying back in gold a debt which was originally incurred in silver. He is quite oblivious of the fact that, for the last century at least, gold has been the means of purchase for Government stock, and that this stock has changed hands again and again, and that gold has in each case been the means of effecting the transfer. How can he possibly justify the repayment to present creditors in silver? Surely this is as immoral as was the Act of Parliament of 1816.

The Life and Works of Lord Macaulay, *Edinburgh Edition*, in ten Volumes. Longmans, Green & Co., London, New York and Bombay. Price six shillings a volume.

We have received Volumes I—IV of the Edinburgh Edition of Lord Macaulay's Life and Works. Volumes I—V contain the History of England. This magnificent edition will be gladly welcomed by all admirers of Macaulay. Its size (8vo.), type and binding peculiarly adapt it for library use. Whatever posthumous criticisms may have had to say in depreciation of Macaulay's works, as it is but natural that his popularity should somewhat have waned, his history will ever remain a standard authority on the period of which it treats. No work of a similar nature has ever been placed before the British public, but enthusiasm has cooled down from the time that Macaulay was convicted of partial writing, due to political bias and of a tendency to sacrifice accuracy for literary effect. But we are not called upon to defend or otherwise an author, who at least possess one of the chief qualifications necessary to a successful historian, namely, unrivalled ability in narrating the march of events. No one could possibly wish for a finer or more serviceable edition than the one which Messrs. Longmans are now issuing.

English Essays, with an Introduction, BY J. H. LOBBAN. London, Blackie & Son, 1896. Price three shillings and sixpence.

This volume forms the third of the "Warwick Library" edited by Professor J. Herford, Litt.D. The book may be strongly recommended for either the F.A. or the B.A. English course. It contains some of the most characteristic work of the English essayists from Lord Bacon to Charles Lamb. Among the essayists selected are Bacon, Cowley, Defoe, Steele, Addison, Swift, Pope, Johnson, Goldsmith, Leigh Hunt, Hazlitt and Lamb. It will be seen, therefore, that the student is brought into contact with all that is characteristic and best in the literature of English essayists. Mr. Lobban writes an interesting introduction in which the different styles of the essayists are described and contrasted. He has said, we fancy, all that can be said on behalf of Steele, certainly more than would be admitted by most critics. A word of praise is due to the publishers for the admirable type and artistic cover. The book, besides answering the purpose mentioned above, would make an excellent gift.

Cameos from English History, BY THE AUTHOR of the *Heir of Redclyffe*, 8th Series. London, Macmillan & Co., 1896. Price five shillings.

Miss Yonge is well known as a writer of history for the young. She fully sustains her reputation in this latest addition to her numerous works. The present volume deals with the various events connected with the fortunes of the Stuarts, 1662—1748. These are treated in Miss Yonge's picturesque and fascinating style. It is questionable, however, whether the authoress does not go too fully into details of a few unimportant events, considering for whom the book is intended. Young readers will be apt to lose themselves amid these details and to lose sight of the main issues. Some of the titles, too, are somewhat misleading. As regards the get-up of the book our only complaint is that the type is inconveniently small and close. The book, though not suitable for class reading, is calculated to induce even the most reluctant boy or girl to enter upon the study of history.

School Method, BY F. J. GLADMAN, B.A., B.Sc. London, Jarrold & Sons, 1897. Price two shillings and sixpence.

It is not necessary to do more than draw attention to this revised edition of Gladman's well-known work on school method. The 115th thousand of this work has now been reached and the publishers in issuing this revised edition have had the good fortune to secure the services of Mr. J. W. Jarvis, of St. Mark's College, Chelsea, as the revising editor.

It would be superfluous to praise a book which is so widely used and appreciated as Gladman's *School Method* is. Should it be possible that any teacher or institution in this country is unacquainted with the work, we shall be justified in heartily recommending so safe a guide on method.

First Lessons in English Grammar, 1897. Price 40 cents. Olifon Press, Colombo.

This is an extremely simple introduction to parsing and analysis evidently based on Mason's Grammar. The exercises are numerous and good. The author adopts the sensible plan of explaining the parts of speech in the order of noun, verb, adjective, adverb, &c. Some of the words given as examples are too difficult for children as young as those for whom the book is intended. Exercises 63 and 64 might have been omitted. The exercises on analysis are as simple and as

well arranged as those in parsing. The little book may be safely recommended as a thoroughly trustworthy and easy introduction to the subject of English Grammar.

Victoria, Queen and Empress—The Sixty years, BY SIR EDWIN ARNOLD. Longmans, Green & Co., 1896. Price one shilling.

To those who want a pleasant and general record of the reign of the Queen-Empress written in Sir Edwin Arnold's best style, we can strongly recommend the little book before us. After a personal introduction to Her Majesty as she appeared sixty years ago, Sir Edwin notes, in general terms, the changes in the national life, the consolidation of the empire, education and the press, science, art and literature, and touches upon these subjects in a way that cannot but commend itself to the general reader.

Hygiene for Beginners, BY ERNEST SEPTIMUS REYNOLDS, M.D. Macmillan & Co., Limited, London, 1896. 2s. 6d.

This book is an enlarged edition of the author's primer on the same subject published two years ago. At the request of many the author has added a rough outline of anatomy and physiology to enable the reader to understand better the principles of hygiene treated in the book. Though there is nothing original or remarkable about it, it contains a great deal of practical information which will be highly useful to parents and teachers in the discharge of their responsible duties to children.

THE MADRAS TEACHERS' GUILD.

The ordinary meeting of the Madras Teachers' Guild for the month of April was held on the evening of the 5th instant in the upper hall of the Presidency College with Mr. G. H. Stuart, the President of the Guild, in the chair. The attendance was rather poor.

After confirming the minutes of the last meeting and passing the applications for membership, the rules for the affiliation of Teachers' Associations with the Guild drafted by a special committee appointed for the purpose were read, and it was resolved that these rules be provisionally accepted, printed and circulated among the existing Teachers' Associations for their remarks.

Mr. Krishnaswamy Iyer, the Headmaster of the Town High School of Kumbakonam, then read

a long paper on the proposal of Dr. Duncan now before the Senate for opening an oriental side to the Madras University. After pointing out the great benefits that he thought would accrue from the addition of an oriental side to our University, the lecturer said that however much he approved of the idea, he did not agree with Dr. Duncan's scheme of confining the oriental side to the mere conferring of degrees on Pundits. In his opinion the knowledge of the Pundits was too sacred to be tampered with by examinations. He would, therefore, suggest a plan of his own, in which he would make Sanskrit or one of the vernaculars the chief language and English the second language.

After a short and lively debate on the paper the meeting was brought to a close with a vote of thanks to Mr. Krishnaswamy Iyer proposed by the Rev. Mr. Kellett.

THE MADRAS TEACHERS' GUILD.

Teachers Wanted.

1. Two trained B.A.'s or L.T.'s eligible for one-third grant (Physics or Mathematics) for Mofussil schools.
2. A Trained Christian graduate.
3. Three trained Christian Matriculates for Mofussil.
4. A Telugu trained Matriculate.

Places wanted for

1. A Native Christian lady with English qualifications as Superintendent of Schools.
2. A trained certificated F.A., Tamil.
3. An untrained Sanskrit Physics B.A.
4. An F.A. (B.A., Language Branch) with untrained Teachers' Certificate, Tamil.
5. A Christian untrained F.A. (Tamil).
6. An untrained F.A. (B.A., Tamil), with ordinary certificate exempted.
7. A Physics B.A., L.T. (Tamil).
8. A Matric with First-class Normal Certificate.
9. A B.A., Philosophy and Tamil drawing one-third grant. Headmaster or College Assistant (Christian).
10. A Sanskrit Biology B.A., L.T. (Christian).
11. S. Mathematics B.A., L.T. (Christian).
12. A History B.A. (Latin, Urdu), untrained Eurasian.
13. A trained certificated and Mathematics B.A.
14. A Sanskrit Chemistry (Tamil) B.A., untrained.
15. An untrained certificated B.A., Mathematics (Tamil).

16. A Philosophy graduate (Christian) capable of teaching Mathematics.

17. A B.A. (Tamil and Philosophy). Trained passed L.T., Theoretical.

S. SATTIANADHAN,

Registrar, Teachers' Guild,

Royapettah, Madras.

Educational Intelligence.

MADRAS.

The Mysore Government has sanctioned monthly stipends for three Brahmin Girls learning Midwifery.

The Maharajah's High School for Girls, Trivandrum, has been affiliated to the Madras University as a Second-grade College.

The distribution of prizes of Harris High School, Royapettah, took place on the evening of the 23rd ultimo with Colonel H. S. Stewart in the chair.

HIS EXCELLENCY the Governor in Council has been pleased to authorise the affiliation to the Madras University of the S.P.G. College, Trichinopoly, in Branch I, with effect from the 1st January 1897.

HIS EXCELLENCY the Governor paid a visit on the 18th ultimo to the Free school for Pariahs at the Adyar maintained by Colonel Olcott, of Theosophical fame, during the past three years.

At a Meeting of the Faculty of Arts of the Madras University held on the evening of the 2nd instant, Mr. G. H. Stuart was elected as a Member of the Syndicate in the place of Mr. Stone, resigned.

MESSRS. G. H. STUART, J. ADAM and N. SOOBAMANIAN are the three competing candidates for election by the Senate of the Madras University to the vacancy in the Legislative Council caused by the resignation of Dr. Miller.

The annual meeting for the reading of the report and the distribution of prizes in connection with Pachappah's College and Schools was held in Pachappah's Hall on the evening of the 8th instant under the presidency of the Hon'ble Mr. C. G. Arbutnot.

The Madras University Union gave an entertainment on the evening of the 27th ultimo in the Hall of the Christian College to the new graduates. The programme consisted of refreshments, recitations in English, Tamil and Sanskrit, vocal and instrumental music.

The social gathering held on the 9th instant in connection with the Presidency College Literary Society was very successful. The programme was varied and highly entertaining. The professors and old students of the College also took part in the proceedings.

A DEPARTMENTAL Educational Conference of Inspectors and Managers of Schools was held at the close of the last month in the Old College Hall, Nungumbakum, for the purpose of revising the Grant-in-aid Code. The Conference was presided over by the Director of Public Instruction.

The annual distribution of prizes to the successful pupils of Doveton Girls' High School took place on the evening of the 18th ultimo in the Hall of the Doveton College. Mrs. Duncan, the wife of the Hon'ble Dr. Duncan, presided and gave away the prizes.

The first of a series of public lectures arranged for this college term by the Presidency College Literary Society was delivered on the 17th ultimo at the College Hall by the Rev. James Harwood, B.A., a Member of the Unitarian Society of London, the subject of the lecture being "George Eliot."

The annual Convocation of the University of Madras for the purpose of conferring degrees on successful candidates was held on the evening of the 26th ultimo at the Senate House. After the usual formalities were gone through, Mr. J. Cook, M.A., Principal, Central College, Bangalore, delivered the Convocation address, which we print in *extenso* in another place.

At the meeting of the Senate of the Madras University held on the 19th ultimo, two committees were appointed, one for discussing the advisability of establishing an oriental side in the University and another for discussing the relation of Affiliated Colleges to the University. Mr. Stone's proposition for bringing under college discipline candidates who, after failing in a University examination, rejoin a college was dropped.

The reading of the report and the distribution of prizes in connection with the Madras Christian College took place on the 2nd instant in the Anderson Memorial Hall under the presidency of the Hon'ble Justice Benson, of the Madras High Court. After the Council's report for the year was read by Mr. Cooper, the Acting Principal, and the prizes were distributed, Mr. Benson addressed a few words of advice to the students.

At the adjourned meeting of the Senate of the Madras University held on the evening of the 25th ultimo, the proposition to alter the dates of the Law examinations as recommended by the Law College and by the Director of Public Instruction was re-

jected, while the change proposed in the curriculum of the B.L. Examination and the terms offered by the University of Cambridge for the affiliation with it of the University of Madras were accepted.

MESSRS. LOD KRISHNADAS AND GOVINDAS have, we learn, undertaken to establish and maintain in the City of Madras a school for blind Hindu and Mahomedan boys. The school will for the present be located in the premises of the Annathana Samajam, in Nainappa Naick's street. Education will be given free, and only those under eighteen years of age will be admitted. Instruction will be given in the three R's and in such handicrafts as will enable blind boys to earn a living on leaving the school.

The annual distribution of prizes in connection with the Madras School of Music took place on the evening of the 25th ultimo in the Hall of the Doveton College with Mrs. Benson in the chair. After the reading of the report by the Rev. Mr. Lawrence, the prizes were given away by Mrs. Benson. In proposing a vote of thanks to the President at the close of the meeting, Mr. St. Leger pointed out that it was under contemplation to have the Madras School of Music affiliated with the Royal College of Music and the Royal Academy, and to have an examination for Bachelors of Music as in the English Universities.

A PETITION has been sent to the Director of Public Instruction praying against the employment of male teachers in the Calicut Female Normal School. The petitioners contend that Moplah, Nair and Thiya females are averse to attending the school owing to the presence of male teachers; that even if they attend they refuse to continue after they have attained age; that there are enough female teachers to be had, so that it is no longer absolutely necessary to employ males; and that the examination results produced by female teachers compare favorably with those produced by male teachers.

The distribution of prizes of the S.P.G. High School, Vepery, was held on the evening of the 29th ultimo in the Hall of the School with the Rev. J. W. Foley, M.A., in the chair. Proceedings commenced with a hymn and prayer, after which two recitations and a glee were admirably rendered by the pupils of the institution. The report was then read by the headmaster and was followed by a Hindustani recitation. After the distribution of prizes another recitation in English was given by one of the pupils. The meeting was brought to a close with a few remarks by the chairman and a vote of thanks to the chair.

An ordinary meeting of the Coimbatore Teachers' Association was held on the evening of the 17th ultimo in the Coimbatore College Hall when Mr. C. K. Venkatagiri Sastri, of the London Mission High School, delivered a lecture on "The present

Educational crisis." The lecturer endeavoured to show that the want of originality in the modern educated Hindu was due to his inordinate use of compendiums and annotations and blamed the money-grubbing native and European annotator and compendium-maker for this defect. After a lively discussion the meeting was brought to a close with a vote of thanks to the lecturer proposed by the chairman.

DR. MILLER left Madras in search of health for the south of Europe on the 10th instant. On the eve of this unavoidable departure—which all his students hope will only be temporary—from the scene of his ardent labours, the much revered and beloved Principal addressed the following pathetic farewell letter to his students.

You know about the illness from which I have suffered so long, and I hope you know that it is only the severity of that illness which has kept me so long from seeing you. Those of you who have been for any time at College must surely know that if it had been in any way possible I should at least have come to look at you, if I could do no more. I refer to this because there seems to be an idea abroad, which I trust you have not shared, that, though not showing myself in public, I have been for some time in very tolerable health once more. I have on the contrary had so many relapses that I doubt whether I am on the whole better than, or indeed so well as, I was six weeks ago.

I had every hope of doing a considerable amount of work this year with some of you, and work of a peculiarly interesting kind. Some of you are aware what pleasure I had in looking forward both to the doing of that work and to becoming better acquainted with those of you to whom my absences from different causes in recent years have made me a comparative stranger. We must learn to bear these disappointments, and that perhaps still greater disappointment of which I must speak immediately with what equanimity we can. We must learn that in these and in all matters we are in God's hands and that He knows what is really for our benefit and always does it.

Perhaps the most deeply felt of all my disappointments is to find myself so weak that I am compelled to leave India a few days hence without bidding you good-bye in any other way than this. I believe it will be a grief to some of you not to see my face before I go, but I am very certain there is not one of you whose grief on that account will be so great as mine. But even the physical exertion of going round to see you in your classes is utterly beyond me.

You must accept this very inadequate form of farewell, for it is the only one that I can use.

I wish much that I could speak with any definiteness about when I may hope to see any of you again. But in such a state of health as I am in it would be vain to predict the future, even with that small

measure of assurance with which the future can be at any time foretold. The only thing I can say is this. Those who are well acquainted with me know already, and I hope that newcomers will believe, that if any fair measure of health and strength should ever be restored to me, and if Providence clears the way, I shall be back in Madras as soon as may be—back at all events to see you and also, if possible, to do what little I can for the benefit of you and of your countrymen.

You see that I do not forget how many of you have no knowledge of me at all, having come to College only in the present year. But I hope that such will not resent being included in this farewell. I can assure them that my desire for their welfare, and also my desire to be spared and strengthened and brought back so that I may make their acquaintance some day, is as strong as it well can be.

Now, with every wish for your truest welfare in every way, and with the special wish for you as students that you will steadily, regularly and patiently attend to every known duty, and that you will live up to all the truth you know and always endeavour to learn more truth in order that you may practise it, I am, &c.

5th April 1897.

BOMBAY.

THE retirement of Mr. K. M. Chatfield, Director of Public Instruction, Bombay, is announced.

MISS ALICE SORABJI, B.Sc., has proceeded to England for medical study.

THE distribution of prizes to the successful students of the Grant Medical College took place on the 30th ultimo in the hall of the Framjee Petit Laboratory, Professor W. M. Haffkeine presiding. There was a large attendance of ladies and gentlemen, the medical profession predominating. The proceedings were opened by the reading of the report by Dr. Hatch, the Principal of the College. After distributing the prizes the chairman made a somewhat long address, which is summed up in the following remark: "It is knowledge of realities that man wants for his existence, and not an interesting story, which is the more fascinating the more it is full of fiction."

In our opinion Bombay had no nobler citizen than the late Edward Rehatsek who came to live in this country fifty-five years ago, and spent all his life in Bombay. Rehatsek was a recluse, a grander Diogenes because more useful to society. While he lived he spent his time in teaching or writing; and when he died he left all his property to charitable purposes. His property worth about Rs. 38,000 is

invested in 3½ Government papers and yields an annual income of Rs. 1,330, out of which Rs. 1,200 will be available for distributing prizes to pupils of primary schools without distinction of race or creed. The trust is in the hands of Mr. Narayan V. Mandlik, who has sent us a report of the management of the trust ending with last year. From that we gather that Mr. Mandlik has distributed the funds with great judgment and impartiality, and we have no doubt under his judicious management the primary schools of Bombay will receive the benefit of the fund which it was the ambition of the great sage to collect and devote to the advancement of primary education in the Presidency.—*The Indu Prakash.*

At the distribution of prizes of the Surat English School, Mr. Walker, M.A., I.C.S., District and Sessions Judge, referred in his speech as chairman to Professor Bose's discovery, and mentioned that the results had been attained, not with the aid of elaborate apparatus and the co-operation of accomplished fellow-workers, but unaided, and in odd hours snatched from his duties as a professor. He had the greatest hopes of what India would do in the future when the attention of her sons had been turned to the study of nature. In conclusion, he said—"To those of you who are leaving school I say, you are no doubt thinking what profession to select; don't pin your hopes on Government service. We have a score of candidates for every vacancy that occurs, and can get B.A.'s to serve without pay at all for months in the hope of ultimately getting employment. That line is overcrowded. Become pleaders if you like, but don't stay in the big towns, where the bar is large and efficient, but go to the small places where there are few pleaders, where more are really wanted, and work will be at once obtained. In medicine there is a vast amount of knowledge among the Hakims which ought to be made available to the world of science, and probably fortune is awaiting anyone who will find out the virtues of many Indian drugs."

THE following extract from the report of the Lady Superintendent of Female Education in Bhownugger shows what has been accomplished in that branch of education there. They have three girls' schools, the Majiraj Girls' School, the Anglo-Vernacular School, and the Wadwa Girls' School; of these the one first mentioned is the largest and dates back for its foundation to the year 1857. Though it now boasts over 300 pupils on its rolls and has a staff of a dozen teachers, it had a very small beginning. For some years the number on the rolls never exceeded 50. Twenty years later, in 1877, the main building consisting of this hall in which we are assembled—with the one below—was erected by His Highness the late Maharajah Saheb at a cost of Rs. 45,000 in memory of his Rani Majirajba. Now, for the first time, the school was placed under a duly-qualified headmistress trained at the Poona Female Training College. This building has quite lately, within the last

two years, been greatly extended and improved by the addition of eight splendid class-rooms in every way suitable; and by a small play-ground, a long-felt want. The Anglo-Vernacular School, which is held in the same building, was opened in October 1889. It began with ten pupils, and the greatest number has not exceeded 31. At present there are 24. The Wadwa Girls' School was opened in 1868 for the convenience of the people in the Wadwa District, and is attended by the children of the working classes mostly. The number on the register on the 31st March last year was 186. This March it is 203.

THE Provisional Committee of the Association for the Promotion of Industrial Education in India has issued the following appeal to the public:—

It is proposed to send out 10 youths every year without distinction of creed or race to England, France, Germany, Japan and America, one or more to each of these countries, bound by their Articles to stay there and to study their Arts and Manufactures practically and on the spot for a term of three years or more as they may be required at the instance of those who send them.

It is estimated that each student will require a sum of Rs. 3,000 a year at least, including all expenditure on outfit, voyage, boarding and education charges.

It is hoped that the enlightened Princes and Chiefs of India, who have already distinguished themselves by their earnest zeal and patriotic efforts in promoting the welfare of their subject-people, and who are the pride of India, will graciously consent to patronise one or more of such students and sanction the necessary expenditure on this account for a term of 20 years at least, so as to allow the experiment a fair trial. During this period a number of youths well qualified to take their part in every trade and industry and to serve in every appropriate Department of their States will return to this country. The impetus thus given, it is expected, will either perpetuate itself or its place will be supplied by voluntary agency at the end of that period.

As the Provisional Committee of the Association cannot rely on unfailing support in every one of the quarters named above, they appeal for supplementary help to the millionaires of Bombay, to the Maharajahs, Zemindars, and great land-owners of Bengal, to the Chettiers and rich merchants of Madras, to the several mill-owners, to the educated classes and to all other sympathisers of this movement to lend their support by making up the deficient number to ten as stated above.

The patronising Princes, Chiefs, bodies or individuals will be at liberty to select their own candidates and to suggest the choice of country and the place and line of study according to their perception of their relative advantages and necessities, and the Association will do its part to consult their wishes in these matters.

BENGAL.

THE distribution of prizes to the deserving students of the Ripon College took place on the 25th ultimo. His Highness the Maharajah of Durbangah presided and gave away the prizes. Among the Colleges in Bengal the Ripon College numbers the largest number of students. The Maharajah of Durbangah has made a donation of two thousand rupees in aid of the laboratory of the college.

IN the course of a speech on the recent occasion of the annual prize distribution of the Mahakali Petashala, the Hon'ble Mr. Ananda Charlu made the following very pertinent observations:—"Recently the desire to spread female education in this country became pronounced, and when that desire became widespread, the question naturally presented itself as to what form the education was to take. Naturally, the form that suggested itself was the form that our rulers or Governors presented to us. Now, even in England a great writer—a very witty writer—complained in the commencement of this century that too much stress was laid on what are called accomplishments, that is to say, drawing, music, singing, and things of that kind, to the great prejudice of solid education. Now, if our girls are to receive any education, they must be educated in a solid way, so that the effect of their education may be productive of benefit in their after-life. Naturally, the system of education that is in vogue in England, presented itself to our minds, and we generally try to introduce that method in our girls' schools, and one result that it has already produced is that many girls, by the time they leave their schools, learn to keep dhobi's accounts. They carry about them also nimble fingers but vacant understandings. Here is the end and termination of their so-called school career. The inevitable consequence is that the education of our girls remains incomplete. The reason generally given for this sad state of things is, of course, this; that the girls are taken away, according to the habits and customs of the people of this country, from the schools, when they become 11 or 12 years of age, and that, as a matter of fact, their further progress in their school career is thus stopped. But I do not consider that there is much force in the argument. I am not one of those who believe in the infallibility of school education. I have known from my own personal experience two instances in which proper foundation having been laid in time, the education was continued afterwards—and continued with great credit and great success. It strikes me that if this was possible for two, it must be equally possible for great many others. The parents of the girls are, indeed, obliged to take them away from the school early, and give them away in marriage; but the husband, being conscious of his duties to his wife, might well take care to build a good structure on the foundation laid during her school career. It is the husbands who should see that a strong devotional feeling and love of learning may grow and develop in the minds of their wives, and through them in those of their

children. There is no use to be crying and deploring. There is so far as parents are concerned an insurmountable difficulty. But we should not lose heart. Let every husband prove a true and loving husband and see his wife employ her idle hours in ennobling study, and in the pursuit of religious life. The lessons that the mothers learn will act as a powerful and lasting influence on the minds of their children."

DR. RAJENDRALAL MITRA's bust has arrived in Calcutta and will be placed in the Hall of the Senate House.

THE election of the Calcutta University Syndicate took place on the 27th ultimo. The candidates for the Faculty of Arts were Dr. Martin, Mr. Rowe, Mr. Whitehead, Father Lafont, Mr. Abdur Rahaman, Babus Kali Charan Bannerji, Asutosh Mookerjee, Chandra Nath Bose, Ananda Mohan Bose and Nawab Syed Amir Hossein, of whom Dr. Martin, Mr. Rowe, Mr. Abdur Rahaman, Dr. Asutosh Mookerjee and the Faculty of Law, Mr. Justice Sale and Babu Saroda Charan Mitter were elected. Dr. Jams and Dr. Suresh Prosad Sarbadhicary were elected for the Faculty of Medicine, and Mr. Horne for the Faculty of Engineering.

FOREIGN.

THE University of Cambridge has conferred on Dr. Nansen the honorary degree of Doctor in Science.

THE University of Oxford has conferred on Dr. Nansen the honorary degree of D.C.L.

DR CORHAM BREWER, the well-known author of the "Dictionary of Phrase and Fable," died on the 27th ultimo at the age of eighty-seven.

PROFESSOR HENRY DRUMMOND, the author of "Natural Law in the Spiritual World" and "The Ascent of Man" died last month.

MR. HERBERT SPENCER has refused the honorary degree of Doctor of Science of the University of Cambridge.

IN the list of subscriptions towards the Indian Famine Fund acknowledged by the Lord Mayor of London there is a contribution of £1250 from the children attending the Board Schools in London.

IN the death of Professor J. J. Sylvester, mathematical science has lost one of its most brilliant minds and science in general one of its foremost workers.

THE Berlin Academy of Sciences offers a prize of 2,000 marks for the best treatise on the origin and characters of the varieties of serials during the past twenty years. The essays which may be written in German, French, English, Italian or Latin, must be sent in by December 31, 1898.

THE grant of £150 a year offered by the Leathersellers' Company to the City and Guilds' Institute is to be applied in founding one or more Fellowships, entitled "Leathersellers' Company's Research Fellowships," for the encouragement of higher research in chemistry in its relation to manufactures.

LORD PLAYFAIR and others have proposed as one mode of celebrating the Queen's long reign that the buildings of the South Kensington Museum shall be completed at the public expense, and that the Museum itself shall hereafter be known as the Victorian Museum.

By a majority of nine to five the Syndicate appointed last term at Cambridge to consider the question of Women's Degrees has reported in favour of granting the title of B.A. to women who keep nine terms and satisfy the examiners in a Tripos examination. The report also recommends that the title should be conferred on past students who have already kept eight terms and taken a Tripos.

THE Pender Memorial Committee have decided that a sum of not less than £5,000 be placed in trust with the Council of University College, London, to form an endowment for the maintenance of the electrical laboratory in that College, on condition that the Council name the Laboratory the "Pender Laboratory," and the existing chair of Electrical Engineering the "Pender Chair of Electrical Engineering."

THE editors of the *Quarterly Magazine for Scientific Philosophy* (German) propose a prize of 500 marks to the best essay written in German on the metaphysical and animistic elements in the principle of the conservation of energy with proposals to remove these elements. Competition is not limited to any nationality, and the latest date is October 1. Professor Mock, of Vienna, and Professor Fiehl, of

Kiel, together with the two editors of the Magazine abovementioned, will be the Judges.

DR. BOSE recently delivered a lecture on Electrical Waves before the National Indian Association. Lord Reay, who presided over the meeting, said that there was no such thing as English science or Indian science, and that science being absolutely international, any result obtained in India in any field of research could be at once annexed by the English without protest. Sir Henry Roscoe, in thanking the lecturer, observed that it was impossible to listen to such a lecture without feeling that the work done by Dr. Bose has been of the highest order and of a kind which proves that Indians are as capable as Europeans in making great scientific discoveries and becoming great experimentalists.

IN the House of Commons in the first week of last month, Sir J. Mowbray, the veteran Member for Oxford University, asked the Chancellor of the Exchequer whether he had considered a petition, numerous and influentially signed, presented to him in 1896, in favour of an annual grant by Parliament for the promotion and development of the system of higher education, commonly known as University Extension, and, in particular, asking that such grant should be administered by the four central authorities of the University Extension movement, viz., the Oxford Delegacy, the Cambridge Syndicate, the London Society, and the Victoria Committee, and also by the two Extension colleges at Reading and Exeter; and whether he was prepared to recommend to Parliament to make any such grant.

THE Technical Education Board of the London County Council has established a Sanitary Science Scholarship to encourage the study of the preventable social and industrial causes of insanity. The scholarship, which is of the value of £150 a year, is tenable in the pathological laboratory of Claybury Asylum. It will be awarded in the first instance for one year, but it may be renewed for a second and possibly a third year upon a satisfactory report being received from the superintendent of the laboratory, under whose direction the scholar will be required to work. Candidates must be ordinarily resident within the Administrative County of London. In making the selection, preference will be given to a candidate who is a qualified and registered practitioner, and has completed his academic course.

Educational Notes.

THE Marquis of Salisbury has made a further donation of £100 to the new infants' school building fund of the parish of Barking, Essex. His Lordship gave £100 in 1895.

It is stated that Mr. Rockefeller, the millionaire, has promised to add 10,000,000 dollars to his donation to the Chicago University, making a total of 18,000,000 dollars in all. It is thought that this will relieve the institution from its present financial embarrassment.

A SINGULAR case of mirror-writing is reported from America. The subject is a boy, six years of age, who writes backwards, beginning on the right-hand side of the page. Each letter is erect, but laterally reversed, so that the writing appears normal when viewed by reflection from a mirror. Strangely enough, the boy's figures are not reversed like his letters, but normal.

THE psychology of childhood, a subject to the study of which Mr. James Sully's recent book has given a considerable impetus, is to be one of the themes for lectures at the next Oxford meeting of University Extension students. The meeting will begin on the last day of July and end on August 25. The topic we have named is to be included in several lectures on the theory of education.

THE English Professor, says the *Indian Engineering*, of one of the largest Colleges in Madras, while endeavouring to impress upon the students of the senior B.A. class the aims of a study of science, turned to the Biology students of the class and asked: "Now, why do you go on dissecting leaches, frogs and snakes?" One of them, a Brahmin, promptly replied "to pass the B.A." Surely a good many students in our college classes study science only for passing the B.A. examination and nothing more.

DR. MERZ, a German scholar, who has lived many years in England, and last year produced the first volume of *My Story of Thought* during the present century, speaks enthusiastically of English educa-

tion. In a paper on "Education and Instruction at Home and Abroad," read recently before the Durham University Philosophical Society, he said that France has elaborated instruction to the extinction of education, and Germany is in danger of doing the same; while the English, although in many respects very inadequately instructed, are the best educated nation in the world.

THERE are two schools for the Blind and the Dumb in Japan. Both are well organised and under State management. One is at Tokyo, the other at Kyoto. They have been in existence for more than twenty years. Besides general education, the deaf and the dumb are taught painting and embroidery, and the blind, shampooing and music. Mr. N. Konishi, the President of the School for the Deaf and Dumb and the Blind, is under orders from the Government of His Imperial Majesty the Mikado to proceed to Europe and America to see for himself the organised system of education of the deaf and dumb, the blind, the idiots and the orphans in those two continents.

THE Archbishop of Canterbury, in unveiling a bust of Dr. Arnold, said they owed to Dr. Arnold the proclamation, not only by word, but by personal example, what was the true purpose of all real education. Men's minds had been opened to see the great truth, which on every occasion of his life Dr. Arnold perpetually illustrated that in education character must always stand above every thing else. It was Arnold who taught masters to trust boys and boys masters, in that mutual confidence to find the means of giving masters that noblest aim which teachers could possibly have before them, and to boys the noblest formation of their whole being. Arnold stood the foremost man in the world in all work of this most important kind, and as years rolled by they ranked him higher than ever.

AN interesting and valuable lecture was given recently at the Charter-house School of Science by Mr. Frank C. Weedon, of Alleyn's School, Dulwich. The Hon. E. Lyulph Stanley took the chair. The lecturer said that since the Act of 1876 elementary education had mainly been cumulative, but not pro-

gressive. The teaching had become far too didactic, and the curriculum too extensive. He drew attention to recent changes in the code, and expressed a hope that the reformation would extend until the general aim of school work became an all-round training, and not merely the imparting of information. He pointed out the splendid opportunities for mental training and co-ordination of hand and eye which are afforded by simple physical measurement, and illustrated this part of the lecture by a number of exercises, which he had devised, suitable to the ordinary class-room.

A GENERAL meeting of the National Association of Manual Training Teachers was held on Saturday, the 6th of March, at the Albion Hotel, Ludgate Circus. Sir Philip Magnus (the president) occupied the chair, and, in opening the proceedings, remarked that in recent years great progress had been made in the work in which the association took so active a part. At the present time 283 classes in manual training had been registered in different parts of the country—classes in which 2,339 teachers in public elementary schools were receiving that normal instruction which would enable them to teach the use of tools to young children. Moreover, since 1892, when the certification of teachers was first begun, 1,699 teachers had obtained a certificate from the City and Guilds of London Institute. Manual instruction was not intended to make artisans; it was essentially a teaching by means of which the discipline of the hand and eye was made a method of general intellectual training.

OUR readers may find it interesting to know what Europe and America have done in the way of providing special schools for abnormal or weak-minded children. Germany appears to have been the first in this matter, as in almost every other educational question, to show the way. About eighty years ago a school was established at Salzburg for this purpose. At present there are about fifty such establishments, chiefly supported by Municipal authorities. The school at Elberfeld has produced the most satisfactory results and is generally recognised as a model institution. In the United

States of America about 416, out of every 100,000 children in the state, Elementary schools have been found to be abnormal, and there are about 28 schools containing in all over 8,000 weak-minded children. In England, the subject has not received adequate consideration, though experiments have sometimes been made by private charity and sometimes by the larger Boards.

At a meeting of the Childhood Society held at the Parkes Museum, Margaret Street, W., last month, the first of two lectures on "The Special Training of Physically and Mentally Feeble Children" was delivered by Dr. G. E. Shuttleworth, late Medical Superintendent of the Royal Albert Asylum for Idiots and Imbeciles, Lancaster. The lecturer alluded at the outset to the connection of low physical condition with mental dulness, and pointed out that 45.7 per cent. of children who were dull presented some external physical defect. He gave a comparison of the heights and weights of defective children with those of normal children of corresponding ages. The care and training of the former class depended very largely on their hygienic surroundings, and attention must be paid to their proper feeding, cleanliness, clothing and exercise. The physiological education of the senses must precede the education of the mind in dealing both with dull and apathetic and with highly nervous children. A description of the various means used for training these children in special classes was given, and stress was laid on the importance of properly training the sense of touch, which was often defective, and of affording appropriate physical exercise.

THE *Daily News* gives the following brace of stories respecting Matthew Arnold on the authority of Mr. Adams, Headmaster of the Fleet Road Board School, Hampstead: "One day he had come in to inspect a school, and the teachers crowded round him officiously, in a way which he disliked very much. Some men would have told them to move out of the way, but Matthew Arnold was truly polite. Addressing the class, he said, in dry tones: 'I will now give you some dictation—' I am quite surprised see so many teachers. How wise they must all be!

and how clever!—to teach little boys and girls to read, write, and cipher.” There was an uneasy shifting of feet, a flushing of faces, a gnashing of teeth. Then one by one the crowd dispersed. On another occasion he was examining a class of girls in geography. It was a cold day, and between the questions he poked the fire by which he was standing. Suddenly he turned round, and, holding up the poker, said, ‘Who can tell me where this is manufactured?’ Perhaps the girls were nervous. At all events there was a prolonged and painful hush, which the teacher—a very nervous lady—imprudently broke by saying in faltering tones to the inspector. ‘Please, Mr. Arnold, that’s not mentioned in Cornwell’s Geography.’ ‘No!’ returned Mr. Arnold, in measured accents. ‘Um! Cornwell’s an ass!’”

ACKNOWLEDGMENTS. *

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The Hon. Secretary, Bangalore Club, Sydney Park, Bangalore, for 1897...	5	0	0

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Supplement.—An Oriental Side to the Madras University.

All contributions, books for Review, &c., should be addressed to the Editor. Until July 1st his address will be Kodaikanal, Madura District; after that date, 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, &c., should be forwarded to the Publishers, EDUCATIONAL REVIEW Office, No. 4, Mount Road, Madras.

The Educational Review.

With this number we issue a supplement containing articles on the Oriental side. proposals made in the Senate on March 19th for the formation of an Oriental side of the Madras University. No one we think can look through this supplement—still less have followed the discussion in the papers during the last month—without seeing that the proposal should never have been made in the way it was, and that the Senate would have been only doing right in refus-

ing to sanction the appointment of a Committee till it had some more definite proposal before it. Let us imagine a debate in the Legislative Council. An honourable member rises and speaks as follows: ‘I have long thought that the Island might be turned to profit. My original idea was that it should be sown with wheat. Consulting others however I found that there was in certain quarters an opinion that it should be planted with hops. I propose that a Committee be appointed to consider the desirability of introducing hop cultivation into the Presidency and to draw up a scheme if it thinks it desirable.’ Another honourable member seconds on the ground that having long been dissatisfied with the system of paddy-cultivation he thinks that it would be well if all the tenants in the Presidency were compelled to give their land up to hop-cultivation. The proposer is asked what the proposal means—is it intended simply to bring about the planting of hops on the Island, or is its aim the change of South India from a rice-growing country into a hop-growing one? ‘My motion does not bind any one. It is only for a Committee to investigate the

introduction of hop-growing, is the reply. The Council agrees to the appointment of the Committee. Could confusion be worse confounded?

The various proposals that have been made may perhaps be summed up as follows:—

(1) That examinations should be held by the University (or failing it by the Educational Department) for the testing of would-be teachers of Oriental languages.

(2) That side by side with the present system of University procedure, in which English is given prominence and the Oriental languages are treated as subordinate, a system should be introduced in which the Oriental languages should predominate and English be made subordinate.

(3) That specialisation in an Oriental language should be allowed in the University to those who have passed their F. A.

(4) That the Oriental languages should be substituted for English as the medium of general education.

In so confused a discussion it is difficult to keep clearly before one the exact points of the debate.

The Principles at Issue. In a few quarters the attempt has been made to raise once again the question whether Eastern or Western learning is to prevail, but in general it would appear that the reign of Occidental Science is accepted. But this by no means disposes of the question as to the medium of instruction. Is it to be English or the Vernaculars? Hitherto it has practically in the higher departments of schools and in colleges been solely English. Might not the Vernacular now be substituted with advantage? Those who hold that they might be are fighting for a principle for which at any rate something may be said and which deserves to be treated with respect. The

practical difficulties in their way however are enormous, and they have also to conflict with other principles such as that of unification which claim respect equally with their own.

But the acceptance of Western Science as dominant, and even the acceptance of English as for the present the medium of instruction would not close the controversy. Granted, it is said, that we need something better in the way of knowledge than the antiquated ideas of our ancestors of centuries ago, granted that for the present at least the new knowledge must be brought to us in an English dress, yet have we not in our Oriental languages and their literatures something not merely worth preserving but worth studying more generally and systematically than is the case at present? It will be noticed that now Sanskrit comes into the discussion. There has been abundant confusion caused in the controversy by the use of the term 'Oriental languages' and by the neglect to discriminate between Sanskrit and Arabic on the one side and the Vernaculars on the other. As to the point just raised, there are it is true some who, in ignorance perhaps, despise these Oriental languages and literatures and would not mourn their decay. But we believe that the overwhelming majority of educationists in this Presidency are at one in desiring the development of their study. Even at this point there is divergence however. A conservative party clings to the literature of the past and the traditional methods of its study; the liberals, dwelling rather on the defects of both matter and style in the literature of the past, believe that the hope for these languages lies in the creation of a new literature, popular and up to date, and in the study of these languages on Western lines. The multifarious crowd that applauds Dr. Duncan's proposal is divid-

ed on all these points, and everyone concerned in the settlement of the matter will have to come to a decision, not on one but on all of the following questions.

(1) Is Western Science or Oriental Science to dominate education in India?

(2) Assuming that Western Science is to do so, is the medium of instruction to be English or the Vernaculars?

(3) Is the study of the Oriental languages (dead and living) to be developed?

(4) If so, is that development to be on the traditional lines of the Pundits or on the new lines of the West?

Only when these questions have been answered can the question of Dr. Duncan be faced—

(5) What steps can be taken by the Government or University to provide efficient teaching for Oriental languages?

Much of the force which lies behind the movement which has carried the original proposal as it were out of its depth

Second Languages.

comes from the dissatisfaction with the study of the Second Languages under the Madras University curriculum. The scope and the method of that study are both very generally regarded as most unsatisfactory. Naturally this feeling has made itself felt especially as regards the Vernaculars. But the shortcoming is by no means confined to them. Take Latin as another example. Here at any rate there is no limit in the range of available texts, no dispute as to the value of the language and literature, no difficulty in finding members of the Board of Studies scholarly, up to date, experienced in the most approved methods of the West. But under existing conditions it would seem that they are helpless. The other

day a graduate in Latin consulted a Professor as to how he should prepare for a certain Government examination, one of the subjects of which was 'Latin'—no more definite directions being given. Questioned as to what authors he had read, he simply appalled the Professor by his answers. It was difficult to suggest anything he had read. Of Virgil's Aeneid, of Horace's Odes and Satires, of Caesar's Commentaries, of Cicero's Speeches, of Livy's History he had read not a line. Instruction in composition he seemed to have had none. It was a revelation as to what the study of a Second Language means. If Sanskrit and the Vernaculars are in the same case, it is no matter for surprise that there should be an indignant attempt to redress the balance between them and English.

The Bengal papers have had a good deal to say about the meeting of the Calcutta Senate for the election of the Syndicate. Whether it was a struggle between two distinct parties we cannot tell, and with that we are not here concerned. One group at any rate made a most systematic attempt to return to the Syndicate a list of candidates. The list had been printed and circulated with an appeal for support. One Fellow sent in this printed list as his voting paper. Wherein the exact enormity of this lay—as distinguished from writing out the names—is not very apparent, but it seems to have provoked the greatest possible indignation. Whether only one side canvassed or both, whether there were great principles at issue or not, the incident is one we should be glad to forget. Canvassing in a body like a University Senate where every one is supposed to be a man of intelligence and principle seems to

as utterly unworthy and positively insulting to those canvassed. To try to secure the promise of a man's vote before he has heard the discussion at the end of which he is to vote is stupid. To ask a man to vote for a candidate before he knows who else is to be proposed is no compliment to his honour. In Madras there has in the past we believe not been much of this silly practice. It seems, however, to be showing itself a little more. It must be in rare cases that a really intelligent and honourable Fellow would pledge his vote at all. When a vote is promised, not infrequently there is a mental reservation, which a disappointed canvasser not unnaturally looks upon as deceit. Nothing is more to be deprecated than that any Fellow should sacrifice to personal friendship or to a group his own individual responsibility. He enters the Senate not because he is a partisan of this man or that, but because he is *himself*. A self-respecting man will not allow that honour to be diminished.

The Law College has, during the past month, had the rather unenviable distinction of drawing to itself the attention of the educational world of Madras more than anything else except Dr. Duncan's proposed 'Oriental Side.' The challenge flung down in the Senate in March was as was only natural soon taken up. Complaints as to the quality and quantity of the teaching and as to the discipline appeared in every paper. 'Members of the Legislative Councils put interpellation after interpellation upon the condition of the College and the work and pay of the Principal. As if to confirm all the criticisms, close upon their heels came an incident which placed the management, the staff, the students—all alike—in an unfavourable

light. But the approaching completion of the new buildings on the Esplanade should be the turning-point in the history of the College. With the splendid accommodation thus provided, the independence and power which a separate building gives, a Principal of Mr. Nelson's ability, energy and kindly interest in his students, the College will start with great advantages. The shortcomings of the past may be buried in oblivion.

While the one of the two proposals of Dr. Duncan to the Senate has been everywhere discussed during the month, very little has been said about the other, dealing with the relation to the University of its affiliated Colleges. There has been in certain quarters a mutter of protest against any effective affiliation; but evidently the subject is being left to the discussion of the Committee. It is, however, obvious that it will be months before the Committee will be in a position to make its report. And in this connexion we would venture to express the opinion that Government should reconsider its decision to delay its pronouncement upon Mr. Vaithianatha Iyer's proposal till this Committee has reported. The connexion between his proposal and the matters referred to the Committee does not seem very intimate. The binding of them together has obviously raised suspicions as to the work of the Committee which seem likely to hamper it throughout. To keep the question open is to keep raw a constant source of irritation. Not to speak of the desirability of having it settled this year—which must be doubtful if the Committee is to report first—the interests of good feeling and fellowship in the work of the University call for its decision, one way or the other—without further consultation, or after remittal to the Senate.

We understand that at the recent Conference of Inspectors and Representative Managers under the chairmanship of the Director of Public Instruction, Madras, resolutions were passed in favour of introducing a fixed grant system for schools which at present receive results grants, with certain exceptions. A list was to be maintained of schools permanently recognised. For these grants were to be fixed for three years according to their financial condition. A similar system has been in vogue in Bengal for some time. There however we believe the grants are fixed for five years. The advantages of the system are obvious, but it is equally obvious that education may suffer under it in two ways. An unscrupulous manager having in 1897 been placed upon the permanent list may reduce his staff immediately afterwards, secure of his grants till 1900. Also the experience of Bengal warns managers to be prepared for the reduction of their grant on each triennial revision. To guard against these drawbacks great care will have to be exercised in the drawing up of the 'permanent list,' and the Educational Budget should be annually increased. On the whole the change is, we think, wise. It should free the Inspectors from some of their detail work, diminish the anxieties of managers, encourage well-conducted schools, and give more steadiness to primary and secondary education in general.

More than a passing mention should be made of the Congress of Telugu Pundits held at Bellary from the 16th to the 18th of April. It seems to have happily combined reverence for the past with thought and work for the future. The annual Congress might well partake to some degree of the nature of an *Eisteddfodd*, and the experience

of Wales shows what such a festival may do for a national language and literature. The results of the meeting we shall await with interest.

With all who are interested in education and culture in South India, we mourn the death of Mr. Sundaram Pillai, Professor of Philosophy at Trivandrum. His death is a sore loss to the study of the history of this land, for there are none we fear who can carry on the exact work in connexion with the early centuries of Travancore in which he was engaged. This issue contains an account of his life and work by one of his most intimate friends. In this reference is made to a project of the Professor's which we hope to see taken up by some duly qualified scholar, the preparation of a Cyclopædia of Tamil literature. Those who have already been consulted by Mr. Sundaram Pillai could not do better than make arrangements for the completion of his scheme. Such a work would be a not unworthy memorial of him.

COLLEGE AND SCHOOL—THE OTHER SIDE.

It may perhaps be taken as approximately true that a proposition is never fairly stated, until the objections to it are also presented, and it is with the object of fulfilling the necessary function of objector that these lines are written on the proposed disconnection of college and school. In the many papers and paragraphs that have recently been written on the subject, it has been, I think without exception, taken for granted that the time has come for separating such institutions. Here, however, it is proposed to show that there is another side to the question, an

that a strong one. Let us first look at the probable results of such a dissociation, and then deal with the arguments put forth in its favour.

The first result would probably be a deterioration in the efficiency of schools, as I think can be fairly easily shown. No doubt a Principal, who has the control of a school as well as a college, would, under the new system, have his work considerably lightened. There would be much less difficulty about timetables, class-rooms, text-books, appointments, leaving certificates, and a hundred other things that fritter away the time of the headmaster of a school. He could then devote himself exclusively to the elevating task of enlightening the Cimmerian darkness of the F. A. student's knowledge. Freed from the necessity of preserving that strange discipline we hear so much of, he might now confine his energies to the reading of notes and the setting of examination papers. Of advantage to the college there might perhaps be something; but what of the school? Now it is precisely here that the whole argument of the reformers appears to break down, for it seems fairly clear that the school would suffer just as much as, nay even more than, the college would gain. Further, it is of greater importance to education that schools should be well managed than that colleges should flourish at their expense. For, if the teaching and management of a college be defective, the students can and will supplement its deficiencies by their own reading, while the pupils of a High School, with the exception of perhaps the boys of the VI Form, will not yet make enough interest in their work or have enough knowledge to do so with advantage. If, therefore, it can be shown that the gain to colleges would be nearly counterbalanced by

a loss to schools, a fair case would seem to have been made out for the rejection of the proposed 'reform.'

Now in most cases the way in which the separation would first become apparent would be the disappearance of the European Headmaster or Principal from the school. There are comparatively few schools that could afford to keep European heads for themselves alone. On the dissolution of partnership the former Headmaster would devote himself exclusively to the college. There might be exceptions of course, as there are to every general rule, but the main result would be as stated. The school would be supervised by its senior native officer with certainly a lessening, possibly a total disappearance, of European control. This would no doubt give considerable satisfaction to those many benevolent persons who concern themselves mainly with other people's business,—at least at first. The saving in salary bills would at once become apparent, and would be belauded by the many to whom "penny wise and pound foolish" conveys no other impression than that of a sound economic maxim. The effects would appear later, and therefore be naturally disregarded as long as possible, perhaps until they would no longer allow themselves to be overlooked. But what would these effects be?

First, with regard to management. Although there are no doubt exceptions, it seems to be tacitly admitted that schools under European control are more successful than those under Indian rule. The reasons are not far to seek. To begin with, the prestige of a European head in itself makes things work more smoothly. He is usually given credit for impartiality, and he certainly tries to attain it. He cares nought for the jealousy of castes and creeds, except in so far as it interferes

with his arrangements. At any rate he thinks mainly of getting the best teacher irrespective of the social group to which he belongs. Thus the school staff is more likely to work harmoniously under him than under one to whom partiality may be plausibly imputed however impartial he may really be.

Again, the European Headmaster will be able to keep discipline much more easily than his Indian brother. His glance conveys more energy to the listless, his frown more severity to the unruly. Before his store of unfamiliar colloquial English, fearfully and wonderfully made, the literary-long-word-speaking youth relapses into deferential silence and recognises that he has yet more linguistic heights to clamber up.

As for the utility of the European as a teacher, he will generally be as good, at least in the upper forms, as a native of India, sometimes better, especially in the matter of English. But in this much depends on the individual. Lastly, the European Headmaster lends an air of rank and fashion and completeness to the school. He is a kind of walking advertisement for it, a sort of little *tamasha* in human form, to signify to the world of examinees that his institution is up to date, and that they had better come there.

From the point of view of physical education also, the school would be a loser by separation from the college. Where would the stimulus for athletics come from? Indians, especially Indian graduates, are notoriously lacking in appreciation of violent physical exercise. Some of the older men even regard it as dangerous or possibly sinful. No doubt a good deal may be said for both sides in this matter. No doubt also many graduates have come to believe theoretically, and some even practically, in the value of field sports.

Yet it cannot be gainsaid that a widespread lack of interest in out-door games still exists among Indian graduates, and hence among Indian school-masters; and this has to be taken account of in considering the effect of separating college and school.

Where, too, will the school procure its playing fields and the necessary funds to keep them up, without the support of the college?

These drawbacks naturally spring from the abolition of European supervision in schools, which would appear a likely result of the divorce of school and college. There are others, however, which are inherent in the very dissolution itself. With it, for instance, disappears the best security for that continuity of education which provides that school shall prepare for college, and college complete the work of school. In Europe this is to some extent guaranteed by the influence of university on public school and public school on university. Here, where in university matters amateurism is rampant, and the University itself consists mainly of a book and a board, the union of college and school has to some extent attained this useful end. A student, when he joins his college now, need not therefore feel himself in a new and uncongenial sphere. Many of his professors he may know already by sight, several of them perhaps personally, while they in their turn will be able to deal more adequately with his individual needs, either in teaching or supervision. Accordingly, the basis of knowledge of individual character and attainments, on which all real improvement must be built, is laid sooner, and there is less risk of educational failure through ignorance of the personality and capacity of the student.

And it is this corporate connection of school and college that we are called on to sacrifice,

running at the same time the risk of losing so much beside! We are called on in fact to eliminate still further from education the personal element, and to insist that, at the most critical stage of his life, the student shall suddenly pass into an entirely new environment freed at once from discipline and from guidance. Whether this will benefit the student or not, let those who have been students decide.

Let us turn now to the reasons that are given for the introduction of such a doubtful reform. We are told of the inconvenience to school and college of the present arrangement, yet of that inconvenience we are favoured with few, if any, details. We are told that it hampers college work. Then why not employ an extra hand? This is purely a time-table matter and needs no sweeping reform. Besides, we have admitted the mere loss of time and temper already without injuring the argument.

We are told that the present arrangement is responsible for the alleged lack of enthusiasm about the University in the hearts of its students. Then pray explain why there is no lack of enthusiasm for the colleges. Anything that deserves enthusiasm gets it in the end, but men are not enthusiastic over machines. There is plenty of enthusiasm for colleges and teachers; why is there none for the University? The fault lies surely in its own constitution. Then why not reform it, instead of mutilating the colleges? Why not lift it out of the ditch of disrepute into which it has sunk through officialism, amateurism and demagoguery? A University is a society of teachers and taught united in the pursuit of knowledge, knowledge only, not fame, nor applause, nor votes at elections, nor appointments, nor anything else, but simply knowledge, of the true, the good and the beautiful. It is not a conglomera-

tion of individuals chosen from all employments, among whom teachers are lost and education is misunderstood, but a body of men devoted to study, the outward and visible sign of an inward and spiritual grace—the thirst after truth for its own sake. For such a University as this, there would be no lack of enthusiasm on the part of its children. No men, not even students, can venerate a committee, a debating society, a degree-giving machine; but they can and do venerate earnest teachers and noble aspirations. Make then the University the home of sound learning; make it a body of teachers and taught,—for it is the teachers and not a heterogeneous senate that mould its students; free it alike from the place-hunter and the agitator; give it a living, active, beneficent existence. When this is done it will radiate enthusiasm of itself.

The next set of objections to the union of school and college is indeed curious. It is said that the present system is defective in that it makes little distinction between the discipline of schools and that of colleges. To argue that, because a man teaches a college class one hour and a school form another, he will use the same disciplinary methods in both, is simply to say that he is no teacher, and this proves nothing.

But it is further stated as a serious objection, that the connection between school and college leads to the social degradation of the University Professor, by causing him to be confused with, and even called a "schoolmaster," whose work, I think it was stated, "was of an entirely different nature," and I am sure it was implied, of a decidedly lower nature. Probably in no other part of the world would such an argument be put forth, but let us treat it as seriously as we can.

Now there are three ways in which the

offensive word "schoolmaster" may be flung in the face of the outraged professor. It may be used carelessly, to include all educational men; as such, it should merely arouse our antiquarian interest, being a survival of that quaint, possibly golden age, when there were no colleges but only schools, institutions, academies, and asylums,—things more useful in their work than artistic in their architecture or nomenclature.

It may again be used in ignorance, as when the good silly old mamma warns her marriageable daughters that "schoolmasters" are ineligible, and should be excluded from all but the biggest "crushes." What does the old lady know of Universities and Professors? So she lumps them all together as a kind of board school paraphernalia, and marries her daughters in the Staff Corps or the Salt. What then should the injured "Professor" do? Why, laugh at the old lady, rejoice in his deliverance from the dinners and the daughters, and, if he wants to mate, make a better match at home where they understand things.

Lastly, it may be used in rudeness by the latest example of social upheaval in the Civil Service, and intended to add to that importance and dignity which have become so necessary in recent years to prevent undue enquiry into antecedents. In this case it may be treated with icy pity or energetic reprisals, according to taste, or passed over entirely unnoticed. Rudeness brings its own nemesis soon enough, and it is always pitiable.

Surely the scandalised "Professor" will find these methods sufficient to satisfy honour without amputating the unoffending school!

But there is a much more serious aspect of this complaint, which it may be well to notice. It reveals a grave fault in members of the educational profession themselves, perhaps one of

the very gravest faults that a teacher can have, the vice of snobbery. How often do we hear men who ought to know better prating of their own profession,—teaching,—as the noblest and greatest and highest of all professions? How often do we find the same men really ashamed of belonging to this noble and great and high calling. Such a one, for example, magnifying his office in his words, abases it in his acts. If a Government professor, he engraves on his cards, not "Government College" but "Educational Department," preferring to be the toe-nail of Government rather than the brain of society. He hates to be reminded of his educational work, and poses above all as an official, that is to say, a clerk. If a non-government man, he too prefers to cut his educational connection, and inscribes in large letters on his card his private address, hoping to be mistaken for some wealthy merchant or solicitor. A truce to this double-edged snobbery. The work of the teacher is neither to be lauded to the skies nor dragged through the mire. Be not deceived. Teaching is what the teacher makes it: to the sordid, drudgery and disappointment; to the spiritual, a crown of such fragrant roses as only grow amid thorns.

And this applies to the schoolmaster as much as to the professor, for, if they are teachers at all, they are members of one body; not engaged on different work, but on the same work in slightly different ways. The wind-bag and the pedagogue may be of different orders, but all true teachers are of one flesh. The pride which looks down on the schoolmaster from the professorial chair is foreign to the teacher's very nature, for he must be simple and humble, patient and full of sympathy, if he is to implant in others the seeds of a new life. Arnold and Thring were not the men to draw distinctions between

the professor and the schoolmaster, for they were teachers, nor can they be contemptuously relegated to a lower plane of eminence because of their work being mainly in school. It was of such men as these that the poet sings:—

"Souls tempered with fire,
Fervent, heroic, and good,
Yours is the praise, if mankind
Hath not as yet in its march
Fainted, and fallen, and died !
Then, in such hour of need
Of your fainting, dispirited race,
Ye like angels, appear,
Radiant with ardour divine.
Beacons of hope, ye appear !
Languor is not in your heart,
Weakness is not in your word,
Weariness not on your brow.
Ye alight in our van ! at your voice,
Panic, despair, flee away."

This was written of a great English teacher, —schoolmaster and professor,—but in India we must not admit the possibility of such a scandalous confusion of offices !

FREE LANCE.

THE LATE RAI BAHADUR P. SUNDARAM PILLAI.

It was with the deepest regret that we received the news of the premature death from carbuncle on Monday, the 26th ultimo, of Rai Bahadur P. Sundaram Pillai, M.A., M.R.A.S., F.R.S.E., Professor of Philosophy in H. H. The Maharaja's College, Trivandram, and one of the brightest stars in Southern India. He was very deservedly an ornament and an object of pride to the native community, and his loss is one that is generally felt to be irreparable.

He was a native of Travancore, having been born, apparently, in 1855, at Alleppy. He was educated at the Alleppy High School and Trivandram College, taking his B.A.

degree in 1876, as fourth in the Presidency. He obtained his M.A. four years later having in the interval served in turn as Assistant Lecturer at Trivandram, Headmaster of the Anglo-Vernacular High School, Tinnevely, and Acting Professor of Philosophy, Trivandram. In 1882 he accepted a post as Spheristadar, but in about five years was back again in his old College as permanent Professor of Philosophy. He was appointed a Fellow of Madras University in 1891, and as Examiner in Philosophy and Tamil served his *alma mater* well. His health had long been unsatisfactory. For the last ten years of his life he suffered from diabetes, and at times was so affected as to be compelled to take absolute rest for months together.

The deceased Professor had many lovable traits of character which made him a great favourite with those that came in contact with him. His manners were genial, his disposition was peaceful, and his moral principles were of a high standard. Both as a student and teacher, he was, like Wordsworth for whom he had a great admiration, of a contemplative and deeply devotional turn of mind. He was a silent and honest worker, incapable of fuss or jealousy and unambitious of fame. His immense erudition and his lucid exposition of the abstrusest principles of mental and moral philosophy won for him a sort of magnetic hold over his students. With all his culture, knowledge and wisdom, he was so full of the milk of human kindness and humility that nobody that applied to him for advice or help in literary or other matters applied to him in vain. He held with Karunakara, in his play of *Mgnonmaniyayi* that "it is the law of love and not mechanical gravitation that holds together this vast universe," and that "the goal of his

life was to render what humble service he could in the name of his guru Sundara," whose prototype was in fact no other than Sri Sundara Swamigal, of Kodaganallur, a holy sage from whose teachings the Professor derived his knowledge of Hindu Philosophy.

It was as a Tamil scholar and epigraphist that the late Professor made a name outside his native state of Travancore and won for himself a European reputation. He had a genuine admiration for Tamil, laboured hard to maintain its glorious prestige, and deplored the apathy of the Tamilians of the present day as to their noble inheritance. His knowledge of the genius of the Tamil language was in no way inferior in accuracy and thoroughness to that of the foremost Pundits, and he brought to its study a logical acumen and a critical method which a western education alone can now be said to give.

He was a frequent contributor to the *Christian College Magazine*, in the pages of which he elucidated many recondite problems relating to the history of Tamil literature.* In a series of articles on "The Age of Thiru Gnana Sambandha"—a famous Saivite reformer—he mercilessly demolished the baseless and hollow theories of the late Dr. Caldwell on the dates of the Saivite reformers generally, and by cogent and conclusive reasoning established that they must have flourished in the Jaina period of Tamil literature—that is, between the third and the eighth century of the Christian era. These articles he afterwards revised and republished in the *Indian Antiquary* and also issued in a book form under the title of "Some Milestones in the History of Tamil Literature." These services of his cannot be easily over-estimated and won for him

* The same Magazine contains a thoughtful and valuable article by him on *Hobbes*.

the admiration of European savants like Dr. Ernst Kuhn, of the University of Munich. We may also mention that he received the offer of the title of Ph. D. from a German University on condition that he would put in just six months' residence—a condition which as an orthodox Hindu he could not think of accepting. His articles on the well-known Tamil "Ten Idylls" are very delightful and instructive reading, and impart in flawless English much important historical information on the state of Southern India in the first century A.C. to readers unacquainted with classical Tamil. We may ask such of our readers as have not had their attention drawn to these articles to take up for perusal his delightful resumé of "A Day in Ancient Madura" on our assurance that they will find it a thorough treat.

By his work "The Early Sovereigns of Travancore," and his articles on the same subject in the *Christian College Magazine*, the last of which appeared in the month of his death, he dispelled partially the darkness in which the history of his state during the 12th and 13th centuries was shrouded, and afforded us reliable information on the names of the sovereigns of the period, the political history of the state, the condition of its society and its internal government. He has shewn, for example, that the state was for a time a portion of the Chola Kingdom, that village associations were permanent and well-constituted bodies that acted as a buffer between the people and the Government, that there was an important public corporation called the "Six hundred" to supervise the working of the temples in the state—which were "fortresses, treasuries, court-houses, parks, fairs, exhibition sheds, halls of learning and of pleasure, all in one"—and the charities

connected therewith, that the Government had originally farmed out the land revenue, as in the Roman Republic, to the highest bidders to save the trouble of collecting it by dribblets, that, to prevent the evils and miseries inseparably connected with this system, a deathblow was given to it by an edict which was considered sufficiently important to be inscribed on rocks, that cultivation charges, chaff and wastage were excluded before the fixed rate of land-tax was made applicable, that the Government demand was reduced in times of drought and famine to one-fifth of the produce, and so on. All these and other facts he has established by a careful scrutiny of fac-similes of more than 100 inscriptions which he collected with indefatigable zeal and immense trouble in the leisure hours of a teacher's taxing life. His love for such kind of work—antiquarian researches—amounted almost to a passion, and his last words "This is reserved for Archaeology" which he said slapping his thigh when he was raving in delirium, have now a melancholy interest.

His original contributions to the history of his state were warmly acknowledged by the leading epigraphists of India, and attracted the attention of learned societies in Europe with the result that he was elected a Fellow of the Royal Historical Society and Member of the Royal Asiatic Society, London. In appreciation of his work, the Government of India also conferred upon him last year the title of *Rai Bahadur*.

We have next to speak of the late Professor as an original Tamil author. He claims, not perhaps unjustly, that, by the publication of his play of "*Manonmangyam*," written after the model of Shakespeare, he should be considered as the first dramatic author in Tamil, though

he states in the preface to his play that it "is meant for the study room, and not the stage." It is strange, but true, that Tamil literature, which is so rich in the different departments of poetry proper, had no dramatic work to boast of till very recently, though it has existed for at least twenty centuries side by side with Sanskrit with its splendid dramatic literature. It is generally believed, even by many that ought to know better, that the three-fold division of Tamil stated to have been laid down by Agastya in the 5th or 6th century B.C. points to the existence of dramatic composition in those days. But this is an error, as the three divisions are not prose, poetry and drama, as is commonly supposed, but literature proper, musical compositions and works relating to dancing. The germs of the drama, it may be said, are found in several beautiful poems of the *Kalittokai*—an anthology of rare merit of the first century A.C.—where two characters are introduced as engaged in dialogues. These germs are found developed in the class of compositions known as "*Agapporul Kovai*," in which about a dozen characters appear speaking to one another, and there are a large number of *asides*. But such pieces were certainly never meant to be acted, and the hard and fast grammatical rules left no scope for originality, by fixing not simply the number of the characters but also the number of the speeches and the subject-matter of the several speeches in order. Under these circumstances, it is not strange that it was reserved for a Tamil scholar trained in European methods of thought to shake off these trammels and compose an original play. The space at our command does not permit us to enter into an examination of the plot of the play or the delineation of even the more important characters. Suffice it to say that the

play contains many passages of great beauty and originality, that the style is simple and flowing, and that the story, though an allegorical exposition of Vedantic Philosophy underlies it, is interesting. It may be mentioned that in this play occurs the Professor's beautiful adaptation of Goldsmith's, '*Edwin and Angelina*'—a fine lyric which has been much admired. We must, however, be excused if we point out that the Professor missed a rare opportunity of affording us an insight into the condition of the people in Southern India in some particular period of their history, by giving his play a historical basis, which he could so well have done. But we must not look a gift-horse in the mouth, and it is a matter of gratification that the Professor has already had a number of followers in this new and attractive field of Tamil literature, who are doing their best to remove the reproach that Tamil has no dramatic compositions worth the name.

He is also the author of a short '*Introduction to Science*' in Tamil, which contains a classification and a brief description of the different departments of science.

In the last few months of his life, the Professor was planning a monumental work—an Encyclopædia of Tamil literature—which he was not spared even to commence. In a communication, dated the 31st March of this year—that is, 27 days before the date of his lamented death, when, to use his own words, "compelled by ill-health, he was proceeding to Ootacamund" for a change of air, he applied to the writer of this notice for help in analysing and commenting upon the Tamil works coming under any particular section, explaining that "his idea was to bring out a sort of Cyclopædia of Tamil literature, if health permitted and if proper help could be had."

In concluding this brief notice of the Professor, it might be said without any fear of contradiction that he was almost the only native of Southern India that could be mentioned as fit to be ranked with the late Dr. Rajendra Lal Mitra, Bhau Daji and other savants of Upper India. His death has created a blank which we fear cannot easily or soon be filled. Let us hope that he is now free from "the immeasurable amount of inevitable misery" which he says in his play "is endured by all living creatures from little ants upwards."

S. RADHAKRISHNAN.

STUDENT LIFE IN MADRAS.

[In view of the appointment of a Committee of the Madras University Senate to consider among other subjects the desirability of developing supervision over the domiciles of students, this article, written from an experience of many years, will be of interest to many. Its plain-speaking on certain points will be fully condoned by all who realise the importance of the subject.—EDITOR, *Educational Review*.]

Time was when fond parents looked upon the residence of their sons in the great city by the sea with gratification. Those boys of 'yesterday' that went out to Madras to pass examinations, when they returned home for the holidays looked fresh and fair from the effects of the sea-breeze, and carried an air of ease and self-possession and good manners that made them the pride of their parents and the wonder of their neighbours.

But all that has changed. No longer do parents view the departure of their sons to the great city for the purposes of education with any pleasure. The city life of their boys has drained off their wealth. It has driven them to seek the aid of merciless money-lenders. The cost of education has enormously

increased. What with an increase of taxation and small returns and the incessant trouble of famine, the hearts of the parents have suffered change, such change that they do not any longer feel the quick pulsation of the success of their sons. To add to this, their sons have changed manners—changed to something worse than mere strangers of the family. But that ought to be said elsewhere.

The circumstances of Madras Student life are interesting. But these circumstances must be known that their evils may be exposed. With the exception of a few philanthropic gentlemen, very few have taken the trouble to know how so many students live.

Those who are familiar with the scenes of English University life will feel much for the students of this University; for here are neither shady alcoves nor murmuring streams. The reader of "Tom Brown at Oxford" will see that most of the open air life of the student is one unceasing round of sports. It is now cricket, now foot-ball, now a boat-race. And so through exciting healthy activities, the University student, after winning many a hard battle in athletics and sports, takes his University Degree and marches out to face other scenes with the same zest and courage. But here the key-note to the student's life is in the misuse of the maxim "To-day, let us toil and trouble; for to-morrow it may be too late." To him the only interest is a University distinction, and not health, brave spirits and sports. And when the winter ushers in the University Examinations some students inevitably succumb to the rigorous demand made on their energies.

The meanest room of an English University student, we read in books, is provided with a few chairs and a table, and is sufficiently ventilated for the requirements of a study. Even for a heavy rent, a Madras student cannot command the essential comforts of a properly ventilated room. It is a common sight to find a lot of dusty broken furniture, encumbering the floor of the student's quarters. These sickly relics of well-ordered drawing-rooms of other days, along with a long piece of dim mirror, form the heirloom of the family; and the room let for the use of the student is the one considerable room of space that can contain all

this lumber. And the student inherits all this lumber, in addition to the inconveniences of his quarters. It is in such rooms that most University studies are done. And for a few minutes, by way of respite, the student leaves his room on a so-called evening walk—all the physical exercise he has for the day.

I was asked by a landlord once why it was that there had risen from students so much demand for houses lately. He confessed to me the ease with which he managed to eke out life with the rent he collected for two rooms of his house. He is a broken-down tradesman and has seen the precincts of the local Insolvent Court. The localities of these houses where so many students lodge are anything but agreeable. One need only imagine a jumble of rooms with paneless windows, rickety doors and a roof ancient with the cobwebs of a decade; one need only imagine a set of such rooms situate in a street formerly full of cow-stalls and dung-heaps. I am not drawing a fanciful picture. The demand for rooms is such that many hopeless crumbling houses in unpromising byways and lanes have been propped up and raised to the dignity of storied houses. Of course, the Municipality generally supervises the construction of houses on sound foundations. But very often the houses thus raised out of pure speculative greed do not "promise a long career of usefulness"—for the storms and cyclones to which Madras is exposed and the corroding air of the sea sooner or later weaken the structure raised on such uncertain basis.

One of the long-standing evils which need immediate attention and correction is the insanitary condition of the houses where the students lodge. They lack the necessary sanitary conveniences by means of which an increase in the inmates can be met. While originally a house was built to meet the necessities of a single family, its utmost resources are strained whenever an increase in the inmates takes place. In a certain house where it was my misfortune to reside for a time, the sanitation of the house was anything but tolerable. I need only say that the conditions under which Madras students live deserve all attention and notice, not merely from sympathisers and admirers of a life so re-

markably tenacious under impossible conditions, but from authorities who must do their best to sweep out such evils. The privies and urinals and general sewers of many houses are kept in a most disreputable manner. In many instances I know students have resorted to public latrines for very obvious reasons. And who does not know that among the class of institutions devoted to the use of the poor and the destitute, public latrines are maintained in strict regard to the nature of those who resort to them? If students are put to such necessities there must be something thoroughly rotten in the condition of these houses, that has escaped even the attention of the Argus-eyed Municipality.

During the prevalence of epidemics, the case of resident students is anything but enviable. Open to the insidious attack of the enemy, confronted by the most abominable effluvia of the house due to the utter disregard of the most elementary sanitary principles, the students have suffered beyond what words can describe. I know during the prevalence of cholera some years ago in a particular street I need not name, cholera spread through a whole series of houses, and in most of the cases, the attack proved fatal. And in more than one house was there great lamentation, not for the death of one or two of the house, but for a number larger than that. On such occasions, the student residents had to shift for themselves elsewhere, till the last of the obsequies for the season was over.

A word about the hotels and hotel-keepers of Madras. These hotel-keepers are a pest. They are a shameful set of people, mostly belonging to the scum of society. A stranger to Madras is generally struck with the plump appearance of these wretches in strange contrast with that of the students. For want of proper control, these Madras hotel-keepers have their own way and fleece the students of all their money and give in return very lean fare. They are always the belated vendees of markets. The best vegetable is sold earliest in the day. The worst of it, rotten, non-fleshy, non-juicy, is sold at any other hour for a mere trifle. And similarly it is too often the worst provisions of other kinds that these hotel-keepers pass off on the students. Of course, these hotels are supposed to be super-

intended by Sanitary Inspectors. At least that is the belief. The continuance of Madras Students' Hotels in their present state is a strong proof of the insufficient control which the Sanitary Department of the Municipality exercises over them. There are sections in the Indian Penal Code which deserve particular attention with regard to this subject, namely sections 272 and 273. I must not omit to mention the life of utter depravity which some of these hotel-keepers lead. The students are brought face to face almost daily with demoralising scenes. In almost all the hotels will be found those human parasites, depraved low-class women kept by the lords of the hotels to minister to their necessities. These women with their loathsome habits, with their train of diseases, with their air of impudence, attend personally to the details of service to the cooks and their assistants. I am surprised that the students have not expressed their disapprobation in strong language and insisted upon banishing such women from the premises of hotels.

To avoid such unseemly vexations and the intolerable discomforts of hotel life, some students have taken to clubbing together. There is no doubt that this is infinitely superior to a life exposed to the tender mercies of Madras hotel-keepers. But unaccustomed to keep house and inexperienced in management, without leisure enough to attend the market, these "clubbing" students are left to be ministered to by the changing fancies of the servant of the "Lodge." The strain of house-keeping is an item of trouble from which as a student the student ought to be free.

The time is not far distant perhaps when the lot of Madras students will be better than it is at present. There are already signs of the coming change, in the regard and attention paid by men occupying responsible positions to the subject of bettering the present condition of the students at Madras. If I have succeeded in imparting some information on a subject which is as much out of the way of those who are interested in young men here I shall esteem it a privilege.

R. V. KRISHNASWAMY Aiyar.

ANALYSIS OF MATRICULATION RESULTS—DECEMBER 1896.

STATION.	Actual number examined.	Actual number failed.	Passes in percentage.	Actual number of failures in					Percentage of failures in					Actual number of those who failed in all subjects.
				a	b	c	d	e	a	b	c	d	e	
Madras ...	884	604	31.7	398	121	305	388	372	45	13.7	34.5	43.9	42.1	77
Anantapur ...	15	13	13.3	9	2	5	8	7	60	13.3	33.3	53.3	46.7	
Aurangabad ...	8	6	25	1	0	3	4	3	12.5	0	37.5	50	37.5	
Bangalore ...	334	239	28.4	155	37	87	102	187	46.4	11.1	26	30.5	56	16
Bellary ...	130	106	18.5	86	30	61	74	73	66.2	23.1	46.9	56.9	56.2	
Berhampore ...	30	21	30	11	1	6	10	14	36.7	3.3	20	33.3	46.7	
Calicut ...	95	71	25.3	52	3	19	30	36	54.7	3.2	20	31.6	37.9	24
Chicacole ...	41	34	17.1	25	1	9	11	25	61	2.4	22	26.8	61	
Cocanada ...	43	26	39.5	15	3	13	14	16	34.9	7	30.2	32.6	37.2	
Coimbatore ...	162	111	31.5	77	19	39	55	56	47.5	11.7	24.1	34	34.6	1
Cuddalore ...	202	155	23.3	116	36	72	96	113	57.4	17.8	35.6	47.5	55.9	
Cuddapah ...	16	11	31.3	4	4	4	9	7	25	25	25	56.3	43.8	
Ernakulam ...	100	74	26	51	14	25	31	44	51	14	25	31	44	3
Guntur ...	64	47	26.6	40	2	14	24	21	62.5	3.1	21.9	37.5	32.8	
Hassan ...	15	11	26.7	10	0	7	6	6	66.7	0	46.7	40	40	
Hyderabad ...	96	76	20.8	46	22	34	47	54	47.9	22.9	35.4	49	56.2	11
Kottayam ...	127	91	28.3	62	4	29	49	39	48.8	3.1	22.8	38.6	30.7	
Kumbakonam ...	210	128	39	85	41	52	70	75	40.5	19.5	24.8	33.3	35.7	
Kurnool ...	18	14	22.2	9	0	6	10	8	50	0	33.3	55.6	44.4	12
Madura ...	209	124	40.7	77	29	40	76	50	36.8	13.9	19.1	36.4	23.9	
Mangalore ...	216	137	36.6	93	5	45	75	85	43.1	2.3	20.8	34.7	39.4	
Masulipatam ...	87	45	48.3	15	7	18	23	34	17.2	8	20.7	26.4	39.1	8
Mercara ...	17	14	17.6	9	1	9	7	6	52.9	5.9	52.9	41.2	35.3	
Mysore ...	110	70	36.4	32	5	17	51	26	29.1	4.5	15.5	46.4	23.6	
Nazareth ...	18	13	27.8	6	1	5	9	9	33.3	5.6	27.8	50	50	1
Negapatam ...	35	22	37.1	12	4	8	8	18	34.3	11.4	22.9	22.9	51.4	
Nellore ...	82	56	31.7	30	8	25	36	33	36.6	9.8	30.5	43.9	40.2	
Ongole ...	27	23	14.8	18	0	5	15	9	66.7	0	22.2	55.6	33.3	6
Palghat ...	152	94	38.1	62	22	25	51	44	40.8	14.5	16.4	33.3	29	
Pudukota ...	45	27	40	17	0	3	23	7	37.8	0	6.7	51.1	15.6	
Rajahmundry ...	160	111	30.6	80	8	62	73	70	50	5	38.8	45.6	43.8	4
Salem ...	73	50	31.5	38	7	21	33	23	52.1	9.6	28.8	45.2	31.5	
Shimoga ...	21	10	52.4	9	1	1	6	3	42.9	4.8	4.8	28.6	14.3	
Tanjore ...	229	139	39.3	96	17	56	89	74	41.9	7.4	24.5	38.9	32.3	1
Tellicherry ...	109	92	15.6	82	20	47	59	43	75.2	18.3	43.1	54.1	39.4	
Tinnevely ...	209	127	39.2	92	24	59	78	45	44.1	11.5	28.2	37.3	21.5	
Trichinopoly ...	310	202	34.8	143	53	84	141	110	46.1	17.1	27.1	45.5	35.5	25
Trivandrum ...	298	242	18.8	162	48	122	170	120	54.4	16.1	40.9	57	40.3	
Tuticorin ...	48	38	20.8	29	6	17	24	23	60.4	12.5	35.4	50	47.9	
Ve. ...	114	84	26.3	55	12	53	67	50	48.2	10.5	46.5	58.8	43.9	3
Vizag. ...	60	40	33.3	27	8	21	31	22	45	13.3	35	51.7	36.7	
Vizianag. ...	100	81	19	49	21	49	41	39	49	21	49	41	39	
The whole Presidency ...	5319	3679	30.8	2485	647	1583	2218	1999	43.7	12.2	29.8	41.7	37.6	308

In column 1 the figures give the actual numbers examined at each station, obtained by deducting from the total number registered the number of *absentees* and the numbers of those whose examination was *invalidated*. There were nine invalidations altogether—in the case of two Anantapur candidates, one Madura candidate, as many as five Nellore candidates, and one Tuticorin candidate.

The percentage of failures in the various subjects for the whole Presidency shows that *English* was the most fatal subject, and *Science* the next. In *Mathematics* the percentage of failures was 29.8. The slaughter in *English* shows very clearly that far too many candidates presented for examination have no chance at all of passing in that important subject. It has to be borne in mind also that a "good few" of the 53.3 per cent. that passed in *English* must have just scraped through. (Compare the F.A. failures in *English* given in the March number of this journal.)

The failures in *Science* are partly due, no doubt, to imperfect knowledge of *English*; but partly also, it is to be feared, to incompetent teaching in some institutions.

The small number of failures in *Mathematics* when compared with the very large number of failures in F.A. *Mathematics* shows convincingly that the knowledge of *Mathematics* at present required for Matriculation is far from being a sufficiently strong foundation for building F.A. *Mathematics* upon. The standard of question in Matriculation *Mathematics* should certainly be raised to what it was formerly. The F.A. *Mathematical* papers are easier than they used to be, and yet the annual slaughter is very great. The number of candidates that have failed in all subjects is very large—308, giving a percentage of 5.8 for the whole Presidency. Why any candidate that appears for the examination should fail in all subjects, it is hard to say.

The following closing remarks may interest our readers. Confining our attention to stations

where not fewer than 100 candidates were examined, we find that in *English* Mysore has the fewest failures; in *Mathematics* Mysore again takes the lead, followed very closely by Palghat; in *Science* Bangalore stands first, followed very closely by Ernakulam; and in *General Knowledge* Tinnevely takes first place, followed pretty closely by Mysore and Madura. The figures for Masulipatam are very creditable to that station; and were it not for the arbitrary restriction of our remarks to stations sending up not fewer than 100 candidates, Mysore and Bangalore would have to yield their first places in *English* and *Science* respectively to Masulipatam. But Bangalore, it should be noted, presented four times as many candidates for examination as Masulipatam.

THE TITULAR DEGREE FOR WOMEN.

The Report of the Degrees for Women Syndicate gave rise to an unusual amount of discussion, in the place where consideration of the question has the greatest material value. A long time has elapsed since any question has been debated for three days in the Senate House of the University of Cambridge. A strong opposition was forthcoming, which was not remarkable perhaps, as the Report of the Syndicate was signed by nine only out of the fourteen members. The "Minority Report" was not published with that signed for the Syndicate, but a flysheet was afterwards issued by the dissenting five. They drew attention to five propositions, some or other or all of which had weight with the members who could not bring themselves into line with the majority. These propositions were:—

(1) That the granting to women of the titles of degrees now granted to men would, if similar conditions of residence be exacted

direction in which a strong opinion was setting. The rival forces met in the Senate House on Saturday, March 13th, but the debate was too long for discussion here and now. [An account of it will be found in our Cambridge Letter.—EDITOR, *Educational Review*.]

G. E. HODGSON.

OUR UNIVERSITY CORRESPONDENT.

CAMBRIDGE, April 1st, 1897.

Those who begin to read this letter in the expectation of finding some news in it had better look first at the date that heads it: a date which our English University authorities are careful to put into the vacation. Since I wrote last little indeed has happened; we have had full time to devote our attention to the affairs of Crete.

The death of Professor Sylvester, however, is an event of extreme importance. Sylvester belonged to a noble company of mathematicians: his name will be linked with those of his great contemporaries, Cayley, Adams, Henry Smith, and Stokes. Of that company one only now survives; and no worthy successor seems likely to arise. Sylvester took his degree—or rather could not take his degree, for he was a Jew—sixty years ago. In those days a distinction was made between Jew and Gentile to the disadvantage of the former. Sylvester could not compete for a Fellowship, and no professorial chair was open to him. Accordingly, he was compelled to emigrate, and finally became Professor at Johns Hopkins University. On the death of Henry Smith in 1883, the former restrictions in our English Universities having been removed, he was chosen to succeed that great mathematician as Savilian Professor of Geometry in Oxford. He held that chair, and the accompanying Fellowship at New College, till his death at the age of eighty-three. His best work had been done before he took that post. It is easy to see what England has lost by her illiberality in the past. His mathematical

work, like that of so many others, is scattered in innumerable learned journals, and is often so advanced that few can appreciate it; but the theorem by which he extended Newton's Rule in the Theory of Equations will long link his name with another hardly greater than his own.

On the 22nd of March Fridtjof Nansen took his degree, which was, very appropriately, that of Doctor in Science. The concourse was large; in spite of the fact that the vacation had begun, larger than that which had assembled a day or two before to see the American and the French ambassadors receive the degree of D.C.L. The tumult was tremendous, and the Public Orator's harangue inaudible. A friend of mine, who stood close to the speaker, could distinguish nothing but 'orbis terrarum', and even this was lost at the distance of a few feet. Hundreds of paper advertisements of Pears' Soap, in which Nansen figures both before and after use, were scattered from the gallery. A flag supposed to be that of Norway was frantically waved over the explorer's head. When the ceremony was over, a thing distantly resembling a Polar bear was swung over the retreating figures, to the grave danger of the Vice-Chancellor's cap. Nansen himself, as one used to even greater perils, bore the crush and the noise with equanimity.

Later in the afternoon, under the auspices of the Y.M.C.A., the new Doctor in Science, still wearing the hood and gown, lectured on his adventures to an enthusiastic crowd. Dr. Courtney Kenny, as President of the Cambridge branch of the Y.M.C.A., was in the chair. For an hour and a half, in almost perfect English, Nansen described his expedition, and fairly held his audience spell-bound. What impressed his listeners even more than his eloquence and his intrepidity, was the unaffected modesty with which he spoke, and the honest way in which he gave the credit where it was due. He seems indeed to have been fortunate in his companions.

On March 13th took place a meeting, on which,

but for the extreme excellence of the speeches, I should not venture to enlarge. The meeting was held to consider the Report of the Syndicate on Women's Degrees—a subject of which everyone is thoroughly weary; but the debate was so excellent that I cannot refrain from giving a sketch of the proceedings.

It will be remembered that the majority of the Syndicate proposed that women should receive, for a payment, the same degrees as men receive on passing certain Triposes; but that these degrees should not carry with them membership in the Senate. A large minority, however, recommended that these degrees should not be M.A. and B.A., but Master and Bachelor in Literature or Science. The Senate, accordingly, met to discuss these recommendations.

The debate was opened by Dr. Latham, Master of Trinity Hall, whose proposal was that the recommendations, both of the majority, and of the minority, should be totally rejected. He would have a Woman's University in England, entirely independent of men's Universities, of which the Oxford Colleges and Hall's, Newnham and Girton, Holloway College, and other institutions might form part. For the formation of this University both Oxford and Cambridge might combine. In this way only could the present crushing competition between men and women be ended. Much the same proposal was made by the Bishop of Durham, who was not present, but whose letter was read and defended by Bishop Selwyn.

The Provost of King's also opposed the Report. He said very emphatically that the Newmarket view of the Tripos, 'that it is a flat-race among men upon exactly level terms,' was dying out among men; but unfortunately not among women. Competition is a necessary evil for men; for women it is less necessary and more evil. As to the proposal to give women the M.A. degree, the Provost was still more emphatic. Much might be said against the system which gives a man an M.A., three years after the B.A., without any further exam-

ination. But at any rate a man receives something. He ceases to be *in statu pupillari*, and he gets his vote in the Senate. But a woman has never been *in statu pupillari*; nor is she to have the right of voting in the Senate. Thus, after paying for and receiving one shadowy degree, she is to pay for and receive a degree yet more shadowy.

Dr. Hobson, remarking on the adage that wise men give no reasons, congratulated the Syndicate on its extreme wisdom as thus shown. The Report would create an Uitlander class in the University; but no provision was made for the creation of a President Krüger to deal with the raids that were sure to follow. On the question of the fees women were to pay, Dr. Hobson observed that we were charging solid coin for a sham article; like Sisera, the women asked for butter, and we gave them margarine.

Then followed Dr. Maitland, whose speech was the very ablest even that practised debater has ever delivered. Every point told: the arguments were spiced with wit, and the wit was set-off with an action and manner which were appreciated to the full by the audience. On the point of fees he declared that if it were a sin to covet money for the University, he was the most offending soul alive. But the point of fees was a detail; and so was the question of academic dress. Anybody can wear a cap and gown who likes. It was the principle that was to be settled now, and once for all. 'For the sake of peace pass this Report. Save us from the pestilential fly-sheet. Let Cambridge again become a place of learning. We are sick to death of Boards, Syndicates, Committees: let us guard the little leisure we have left. The Syndicate was a Syndicate of peaceful men, of dull men, perhaps the thirteen dullest men in the University. And this Report, if adopted, will give peace, at least in our time. As for the future, it must take care of itself. I do not know where to find the brass-button that I would give for anybody's opinion as to what the University will be like in the year 2000. As for some limita-

will bring no peace. How is the man in Canada or Australia to know that Magistra in Literis is to Bachelor of Arts as woman is to man? It is a curious fact that the signatories of the minority Report are chiefly bachelors: they are very learned men, but there is one subject they have not studied. If you give at all, give freely. If you owe ten pounds, don't pay nine pounds, nineteen shillings and eleven pence. The odd penny will come back on you, having rolled up compound interest. As to the Queen's University for women, the better name would be Bletchley Junction Academy. You wait there, but you do not wait there for ever. The time comes at last when you change for Oxford or Cambridge. But above all do not let us return to a state of war. It is painful to me to think that men who might be doing great work will, if this Report is rejected, spend their time in addressing envelopes, and that Cambridge will be given up to a caucus in perpetual session. Can we not beat our swords into ploughshares?—the undergraduates need them. It is not an armistice that we are offering you; it is a stable and an honourable peace.'

After this brilliant, if perhaps somewhat *ad captandum* speech, the debate languished, and finally was adjourned over the week end. Of the remaining speeches perhaps the most convincing was that of Dr. Clifford Allbutt, who spoke with all the authority of his almost unrivalled medical knowledge and professional standing. He was one of the band that founded Victoria University, which admitted women to the B.A. degree. What had happened at Victoria? The women had petitioned that they might be allowed to take that degree on less exacting terms than men; and their petition had been granted. And rightly, said Dr. Allbutt, for the average woman cannot do the same amount of mental work as the average man. But further, the University had allowed certain women, who took the more difficult examinations which men took, to receive a certificate of higher post. It is ^{his own work} these certificates were found to be of less value than the B.A. by her illiberality in

degree. So much for the alleged grievance that women with a Newnham or Girton diploma could not compete with women who had a London B.A. In his character of Governor of the Leeds High School for Girls, Dr. Allbutt had seen much of the women who became teachers there; and his experience was that women with Girton certificates were worth on an average twenty pounds a year more than those with a London degree. If in particular cases it was not so, then there were reasons, obvious enough to those who knew the circumstances, but of course not convincing to the unsuccessful candidate. If a Newnham girl, however well-educated, is unhealthy or dowdy, is a headmistress to blame who chooses for an assistant a healthy and well-gowned girl in preference to her? The so-called grievances in the present state of things he believed to be purely imaginary.

The Master of Trinity, who as the husband of a Lady Senior Classic could hardly be expected to take any but the 'progressive' view, introduced a little sweetness and light into the discussion. He spoke with all the mellifluousness of an after-dinner speech, and argued, like Dr. Latham, in favour of a Queen's University, but not like Dr. Latham against the present scheme. Why should not the two ideas be perfectly compatible?

The debate has been twice adjourned, and now stands over for a conclusion, if such a thing be possible, next term. I can therefore only vaguely forebode what is likely to be the result of the voting. After conversations with many men of all shades of opinion, I should think it most likely that neither the majority nor the minority Report will be adopted. Should either be taken, the one rejected is almost certain to be the majority Report. And, with reference to what will happen after, I believe there is a growing conviction among men of moderate views that no decisive step should be taken at Cambridge without beforehand securing the co-operation of Oxford. For Cambridge to act alone would very likely be

to ruin its chances in the competition with Oxford, and to commit it to a course in which there is no returning, while Oxford would be free to shape its plans in accordance with the general trend of public opinion. As Dr. Donald Macalister said, any merely provisional scheme has its prophetic rudiments, which are certain to grow; and, on the other hand, any scheme promising finality ought to be carefully considered.

Hardly had I written the above, when I had ocular demonstration that the 'pestilential fly-sheet' is among us again. The two main parties are sending out documents, each influentially signed, urging people to vote this way or that. As for the canvassers, they are innumerable; and it is said that some members of the Senate have promised to vote, but have forgotten on which side they promised their votes should be.

OUR LONDON LETTER.

LONDON, April 1897.

The Voluntary Schools Bill has passed through Parliament almost intact. Its effect is to help subscribers towards the support of those schools to the extent of about £650,000 a year, or an average of five shillings for each of the two and a half million children in average attendance. The new Board School bill has just been introduced by Sir John Gorst. Its aim is to give help to the poorer Board Schools, or more exactly to those districts in which the School Board rate is high, that is where a locality is making a considerable sacrifice in the interest of education. The basis of the bill is the inequality of this sacrifice as shown by the rate, which varies from nothing to upwards of half a crown in the pound. This difference may arise from several causes—the presence of Voluntary Schools, the existence of a large proportion of middle or upper class residents who make no use of the Board Schools at all, but as rate-payers contribute largely towards their support, or the existence of

endowments. Help is to be given on the following plan:—For every penny by which the rate levied exceeds threepence, until it reaches half a crown, the Government will increase the grant per child by fourpence. But where the rate does not exceed threepence no aid will be given. Some seventy districts or boroughs (including London), however, are excepted from any benefit: why, it does not appear from the reports. Thus the first year, the largest amount will be paid, enabling a reduction to be made in the rate which will of course qualify for a diminished grant in future—unless the locality choose to expend the additional money in improving its schools. In districts where the whole population are of the artisan class and the rate is consequently heavy, the relief will be appreciable and effective. Again, the low-rating districts may be stimulated to spend a little more in order to qualify for help. The amount assigned for this work is about £120,000, which, amongst the two million Board School children, works out to an average of one shilling per child! As a result therefore the Government are in this position: that for each child in the Voluntary Schools they will contribute four shillings more than if he were in a Board School—and after the first year the difference will be still greater. To put the thing in another way. While the School Board can draw upon the local rates, the Voluntary School can draw upon the Government—to a limited extent.

It is impossible to offer any remarks upon the bill until more is known of the way in which it will operate in the localities most needing help or stimulus. At first sight it appears a paltry and inadequate measure, but the exception of London, Manchester, Liverpool and other large places may make all the difference in the world. The Government cannot be greatly blamed for refusing help to places like London, where the people allow their School Board to spend money recklessly—simply because they cannot check this but should not be surprised at some limita-

tion or check were placed upon such a body. London is unwieldy in this respect: it is not amenable to a common appeal like smaller towns, so that while one district may struggle for economy another may go in the opposite direction. Cohesion is impossible. The Government command a large and obedient majority, and we may expect it soon to become law—unless the Opposition decline the help as too small, which is unlikely.

GERMAN LETTER.

This year is being celebrated the fourth centenary of the birth of one of the makers of Germany. Philip Melanchthon was born on the 16th of February 1497 in Bretten (Grandduchy of Baden) and was the son of an armourer of the name of George Schwarzerd, highly respected by the Emperor Maximilian and by his immediate sovereign the Elector Philipp von der Pfalz. Philip's grandmother, Elisabeth Reuter, was the only sister of Johannes Reuchlin, well-known as one of the first Hebrew scholars of his time. Being without children, he bestowed much interest on his grandnephew, gave him books and helped him in his studies. He also gave him the name of Melanchthon. For six years he studied at the University of Tübingen, where Prof. Bebel and Brassican lectured on Ancient Classics. Under Stöffler he studied Mathematics and Astronomy, and under Dr. Ebinger the Law. According to the wish of his parents, he attended lectures on Theology. He was at an early age elected Professor of Greek at the University of Wittenberg. Luther heard his first speech and was very much struck with it, writing in one of his letters to Spalatín: "This excellent man, who made such an inspiring speech, and whose lecture rooms are crowded, needs no further recommendation. On the contrary, let them take care that the University of Leipzig does not snatch him away, especially as the salary in Wittenberg is a very small one" (M. 1,500 = £75); another time he

says: "There is none under the sun, who has such gifts as our Philippus, therefore let us respect the man." He wanted him to devote all his time to Theology, but Melanchthon could not make up his mind to mount the pulpit. Great was the friendship between these two men. When Melanchthon heard of Luther's safe arrival at the Wartburg, he called out: "Our father lives! Would the day were near, when we could embrace each other," and every one knows the scene at Weimar, when Luther found his friend almost breathing his last. He seized his hand and besought him to keep up courage. "You must eat, Philip and if you don't I outlaw you" Luther cried out, when Melanchthon refused to touch the food sent to him. Luther himself pointed out the difference between these two characters: "I am made to fight against rabbles and devils, therefore my books are stormy and warlike, but Melanchthon goes about quietly and plants and sows and waters, according to his own liking." When Luther read Melanchthon's book, *Loci Communes*, he said: "This is the finest book! First the Bible and then this book; a theologian needs no more!" Melanchthon died on the 19th of April 1560, and was buried near Luther in the Church of Wittenberg.

His importance as an educationist can scarcely be overestimated. As an illustration of the tribute being paid to him, the following may be of interest:—

At Kiel the members and friends of the University assembled in the "Aula" on the 16th of February to celebrate the fourth centenary of his birth. Professor Dr. Kaufmann described in his speech Melanchthon's great struggle for enlightenment and education. At Wittenberg, on the 29th of August 1518, he, Melanchthon, presented to his audience the principles according to which he endeavoured to unite Greek science with the wisdom of the Orient. He was the first who set forth the whole province of Greek science in academic lectures. He did not make any new investigation, but only worked for his lectures, and, for

42 years, he was the moving spirit of the University of Wittenberg. When 24 years old, he brought out the first Protestant Dogmatics in his celebrated "*Loci communes rerum theologicarum*." It was not a churchman, the Professor said, that organized the new church of the Reformation, but the pedagogue Melanchthon, who never mounted a pulpit and always refused the title of Professor of Theology. He turned the University of Wittenberg into that German Athens, which granted a home to Giordano Bruno, who simply worshipped it. Melanchthon created the cloister-schools of Pforta, Meissen, Grimma and Pefeld. In Schleswig-Holstein he founded the School of Bordesholm from which arose later the University of Kiel. In the political struggle of the Reformation, Melanchthon stood side by side with Luther, although they differed sometimes in their opinions. Rome tried all she could to win him over to her side, but he withstood all temptation. He was convinced that scientific education would lead Protestantism to victory, and he created the spirit that was to conquer the world.

On the 18th of January the students of Leipzig celebrated the re-creation of the German empire, but unhappily in three great divisions. The Leipzig correspondent of the "University Paper" asked the question, "Are then the high ideal aims of the single corporations so very different? They seem to celebrate not the great deeds of our fathers and leaders, but their own 'couleur,' and yet make grand speeches about the unity of Germany."

OUR BOMBAY LETTER.

April 1897.

Educational doings are at their lowest ebb here for the present and will remain so for another month. There is practically nothing to write about except the past careers of two men who arrived in India about the same time, and who

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in their spheres have done a good deal for education in this province. The one, Father J. A. Willy, S.J., D.D., died on April 17th; the other, the Hon'ble Mr. Birdwood, I.C.S., M.A., LL.D., C.S.I., the First Member of the Governor's Council, left India on April 24th after completing his term of official life in this country.

Father Willy, a sturdy Swiss, came to India in October 1858. His earlier years were spent entirely in educational work. He was successively the first Superior or Rector and Prefect of Studies of St. Mary's School and St. Xavier's in Bombay, and St. Patrick's in Kurrachee, thus laying the foundation of the work carried on by these institutions. In 1868 he became a Fellow of the University, afterwards Examiner for the M.A. degree and a Syndic. From 1879 to 1885 he was Rector of the new-founded St. Aloysius College in Mangalore which is affiliated to the Madras University, and in due course he was made also a Fellow of the latter. Since 1885 his work was chiefly ecclesiastical, and, though his name had been a household word in educational circles for many years, of late he has kept in the back-ground, his time and interest being engaged in what seemed to him far more important duties.

The Hon'ble Mr. Birdwood who came to India early in 1859 was connected with the Bombay University from the early beginnings of that institution: he was an examiner in its first examination held, and held that office for many years. Since 1863 he has been a Fellow. He has been a Syndic for many years, and on three occasions he was elected Dean in Arts. Sir Raymond West's Draft Bill for reforming the constitution of the University found in him a warm exponent and supporter. His interest and active co-operation in the University were never slack, and when in 1891 he was made Vice-Chancellor, he proved himself very active, as he also was very regular in his attendance at the Senate meetings.

The change which was brought about a year

ago in the withdrawing by Government of the grant from the University was pointed out by him in one of his Convocation Addresses as likely to occur at an early date, and last August in the discussions on the Provincial Budget in the Legislative Council he clearly expressed his own sound views in the matter. His interest in the University showed itself also in the care which he bestowed upon the University Gardens, making them a real "Ornament to Bombay." His love for flowers and gardens manifested itself, besides, in many other ways and places. He compiled a "Flora of Matheran and Mahableshwar," the use of which will add to the pleasures of visitors to those hill-stations.

In order to acknowledge his services to the University in a suitable manner, a proposal has been made in the Syndicate to confer the honorary degree of LL.D. on Mr. Birdwood. A final decision may be arrived at after the hot weather holidays, when most of the leading men will have returned from their vacation trips. The degree will then be conferred *in absentia* at an early opportunity.

CONTEMPORARY EDUCATIONAL PERIODICALS.

The first leading article in the April number of the *Educational Times* deals with the findings of the Syndicate appointed to consider the question of conferring degrees on women. The editor opines that women must have a right to what at present they enjoy by courtesy, and if this right, the title of the degree, be not granted, they must inevitably drift to other seats of learning than Oxford and Cambridge. It is also pointed out that many advantages will accrue from the co-education of the sexes at the University stage, a system prevalent in most Universities of America, France, Belgium, Italy and Spain.

The second leading article is a homily on the following words uttered lately at Rugby by the Archbishop of Canterbury: "Men's minds had been opened to see the great truth which, on every occasion of his life, Dr. Arnold perpetually illustrated—that, in education, character must always stand above everything else." These words, the editor believes, are opportune, as there is a great tendency at present to set too high a value on money-getting studies. "In opposition to the standard of mere utility, parents should be asked to consider the prior need of training both mind and character. If they choose subjects from this motive, they will be more likely

to advance the welfare of the next generation, which Kant declared to be an important principle of education." Even men of science, whose opinions are of any value at all, advocate the study of science, not so much for its usefulness, as for the discipline it affords as a branch of general education.

The notes as usual bear on current topics, such as the Education Bill, the Education Code for 1897, the endowments in connection with the Diamond Jubilee, the relation between Dundee University College and the University of St. Andrews, the position of non-collegiate students at Oxford and Cambridge, the decision of the Technical Education Committee of the Cambridge Town Council to start a class for teaching toy-making, and the death of Professor Daniel Sanders, the last of the brilliant line of German philologists of the last two generations.

Mr. Vernon Gibberd writes a review of Froebelian principles, and attempts to prove that various modern educational ideals are merely developments of the teachings of Froebel. "The conception of art as a factor in education, the growing insistence on the necessity of physical knowledge and bodily cultivation, some of the modern methods of teaching languages, the inclusion of technical education in the scholastic repertory and other things that might be mentioned, are developments of theories enunciated by Froebel." The following are some of the teachings of Froebel to which attention is directed by the writer: "It should be the business of every form of instruction in its respective stage to arouse in the pupil a keen and definite feeling of the need of the next stage"; "there are in the child germs which, if they were to thrive, must be developed early"; "to have found one-fourth of the answer to a question by his own effort is of more value and importance to a child than it is to half hear and half understand in the words of another"; "lessons through and by work, through and from life, are by far the most impressive and intelligible"; "the social impulse, the love of others beyond the narrow range of self and of one's own home, cannot be properly excited and developed except when numbers of children from different homes are gathered together"; "all education not founded on religion is unproductive."

In his paper on Geometry in schools read before the College of Preceptors, Mr. Heppel puts forward a strong plea for the principle of separation between instruction in geometrical truth and training in logical expression. This separation, the lecturer thinks, will secure

to pupils the advantages both of geometrical knowledge and of logical training. It is also suggested that the study of Euclid should be preceded by exercises in practical Geometry, and stress is laid on the fact that no real knowledge of Geometry is possible for one who cannot work deductions and exercises.

Guy Cadogan Rothery gives a picturesque account of the life of Anne, Lady Bacon, the mother of the famous English philosopher. It is as a mother that Lady Bacon deserves our attention and admiration.

The *Journal of Education* (London) for April opens as usual with a number of "Occasional Notes" on current topics, such as the Bill for the Relief of Voluntary Schools, the work done by the Training Committee of the Incorporated Association of Headmasters, Professor F. J. Lloyd's pamphlet on "Technical Education," the report of the Cambridge "Degrees for Women" Syndicate, the Code for 1897, and the remarks on higher athleticism in the *March Fortnightly* by Mr. S. H. Jeyes.

Professor Oliver Lodge, F.R.S., makes the following suggestions towards improving the teaching of Geometry:—

1. A child should not begin with Euclid, but with some form of practical or experimental Geometry in which the pupil is guided by the teacher to find out the facts as far as possible for himself.

2. When many of the facts involved in Euclid's propositions have been learnt by experiment, Euclid may be begun, and the logical character of the proofs should be brought out as clearly as possible. As many things are more easily learnt than understood by children, some rote learning in Geometry may be permitted.

3. Euclid being a philosophic work originally written for adults, it ought to be adapted, modified and made intelligible to children.

4. The old method of building on the smallest possible basis, which is unsuitable for the purposes of science, though suited to adult philosophy, must be replaced by the modern method which brings us into immediate contact with fact and experience.

5. Geometry should not be divorced from mensuration and numerical specification of lengths and areas.

6. For geometrical constructions, actual processes as used in the drawing office should be taught, and not scholastic impracticable methods.

7. The whole of the geometry usually called "Euclid" can be easily learned by a properly-prepared student in a year, if necessary.

Besides these suggestions Professor Lodge has in the same article tabulated the contents of Euclid's first four and sixth books, arranging the propositions in natural groups.

Mr. F. B. Kirkman in the third of his articles on "An experiment in modern language teaching" explains the method adopted in teaching the material in the German notes of lessons published in a former number of the same magazine. The object of the modern language teacher is to give his pupil the power to express his thoughts by means of foreign symbols. He must therefore seek to associate in the mind of the pupil the foreign symbols directly with the ideas or the images they represent. Though translation gives the mature student a firmer grip of his own language, in the earlier stages of instruction persistent translation is not only not necessary but even hurtful. Foreign words and phrases must first be learnt through the ear and not the eye. In the mind of a child the understanding of spoken words precedes the understanding of written symbols. This natural order must be followed if the brain apparatus is not to be disjointed. Moreover a pupil who sees a foreign word written before he hears it spoken is sure to pronounce it incorrectly. The various stages in the elementary teaching of modern languages may be thus summarised: as *Presentation*, (a) purely oral, and including a *Preparation*, which is based on previous lessons, and explains the aim of the coming lesson; (b) the same symbols, written and copied; *Practice*, (c) oral and written, including the revival of old lessons; *Formulation*, (d) of rules of grammar; *Application*, (e) using various phrases and sentences.

"Arnoldides Chiffers, or, the Attitude of the Schoolmaster" is a humorously written article in which the writer lays emphasis on the following ideas: "A great man's weak points are more easy to imitate than his strong, and in the picture of Arnold himself, as he is drawn for us, there are features which further experience, if we had the creation of a new Arnold in our hands, would lead us to modify. He was no more a perfect teacher we may presume to say than Savonarola was a perfect divine. But all exceptional men have their special task, and that of a reformer by common consent is the hardest. Mix together, if you can, John Knox and Goethe try a combination, *ad hoc*, of Ezekiel and Pascal. Who can be so many-sided, so broad of soul, as the

ideal schoolmaster should be? Well, perhaps, we shall never be so ourselves; but it is our business, by our own little efforts, by meetings and conversations on such occasions as this, to try and produce him for the coming years."

Under the heading of Modern Educational Reformers, the *Practical Teacher* for April contains a sketch of the life and work of Mr. T. G. Rooper, one of Her Majesty's Inspectors of Schools. Mr. Rooper's views on educational questions are embodied in his book on "School and Home-life." The book opens with a discussion of the need for the earnest inculcation of reverence. By making use of a well-known illustration from Goethe, Mr. Rooper exhorts teachers to teach first and foremost and always patriotism, civic life, beauty and the Christian life. In the other chapters he discusses such important questions as object teaching, drawing in infant schools, methods of teaching children between seven and nine years of age, hand-work in education and so on. The other articles, though full of interest and information, are of such a nature that they do not admit of abridgment.

The *Educational Review* (London) for April opens with a brief sketch of the life and work of Miss Bishop, who has been Principal of the Royal Holloway College for Women since its foundation. It need not be mentioned that the Royal Holloway College is the gift of Thomas Holloway, of pills and ointment fame. Miss Bishop's education has been chiefly private, and she has had no special training for professional work. After eight years of work as a teacher at the Oxford High School she was appointed to her present post in 1887. She has proved herself equal to the task and has revealed an unusual capacity for administration. The chief aim of the Royal Holloway College is to prepare students for the degrees of the London University in Arts and Science, and for Pass and Honour Examinations of the University of Oxford. However, in accordance with the wish of the Founder, the curriculum of studies in the College is not restricted to subjects necessary for these examinations. Special classes are held in such subjects as Ambulance work, Nursing, Hygiene, Cookery, Dress-making, Wood-carving, &c., from time to time. The number of students on the rolls at present is 107, while the staff includes 17 professors and lecturers, besides teachers of music and drawing, and occasional lecturers in special subjects. Religious instruction on a non-sectarian basis is also given in the College. Both the students and the teachers reside within the precincts of the College. It is rather

strange that women should be excluded from the governing body of a college intended wholly for women.

In the article on "Teachers and the Universities" we find a discussion of the new ideas and schemes which the venerable Universities of Oxford and Cambridge have been mooting and formulating within the past term. The professional training of teachers for secondary schools is one of the new ideas. It is proposed by the University of Oxford that candidates under training should receive payment for their services. This proposal, says the writer of the article, will lead the teacher in training "to set a wrong value on his work, and to begin, as it were, from the wrong end." The young teacher ought to feel to the full the responsibility of his work, to give it his best energies, his freshest vigour, to look at it from many points of view, but never from one which suggests to him that it is worth a definite salary. A University should endeavour to impress on the embryo teacher that to learn what can be taught of the difficult art of teaching he must be content to pay money and give time. Every other profession has this rule.

The Rev. J. O. Bevan, M.A., F.S.A., brings forward in a second open letter various arguments in favour of the formation of a new guild of private teachers, really representative of the best private schools.

The remaining articles consist of book reviews.

Reviews and Notices.

Pickle the Spy, by ANDREW LANG. Longmans, Green & Co., 1897. Price 18s.

Andrew Lang has set himself in this book to the solution of two mysteries. The career of Bonnie Prince Charlie is a subject of perennial attraction. With his escape to France after Culloden its glamour ends, it is true, but a new interest attaches to his life after that event by reason of his disappearance from the public ken, which long baffled the watchfulness of his enemies then and has hitherto baffled the investigations of the curious. The English Governments during part of his *incognito* existence and were enabled to crush an incipient Highland rising by means of the revelations of some of his intimates. The name of the most important of these spies, who called himself Pickle, has hitherto remained unknown. Andrew Lang has apparently, by the use of documents such as the Stuart papers, knowledge of the period, and a few guesses, succeeded in unravelling the secrets both of the Prince and of

Pickle. When Charles Edward reached Paris in 1746 after the failure of the Forty-five, by no means hopeless of final success, he resolved to take his own course. He was convinced that what may be called the official Jacobite party who surrounded his father James III at Rome were not to be trusted. They had rather hindered than aided his expedition, and certainly some of them were in communication with the English Government. James, on the other hand, disliked the Prince's advisers and marked with apprehension the growth of Charles' aloofness and his incipient tendencies to drinking and excess. At first it seemed as if Charles and his brother Henry would cleave together, but in 1747 the latter suddenly disappeared from Paris, and abandoning Charles, accepted a Cardinal's hat and threw in his lot with the party at Rome. This but strengthened the Prince's determination 'never to return to Rome, but rather to take refuge in some hole in a rock.' Quarrelling with his father and brother and refusing to hold any communication with Madame de Pompadour, the all-powerful favourite of the French King, he waited on in Paris for better days, and meanwhile amused himself with love affairs. In 1748 came the Peace of Aix-la-Chapelle by which the secular monarchs of Europe pledged themselves to England to afford him no refuge in their dominions. Charles protested against Louis XV's desertion of him and refused to leave Paris. He was accordingly arrested and after a short detention conducted out of French territory. During the first two months of 1749 he resided at the Papal city of Avignon and then he disappeared. Europe was mystified. All kinds of surmises were formed: various travellers were tracked by agents of the British Government; but for two years not a trace of him was obtained. Andrew Lang lifts the veil and shows us the Prince visiting Paris, then making his way to Venice and thence, in fear of detection, to Paris again. Here he lay hidden in a convent where provision was made for the occasional 'retreat' of ladies of rank and where his mistress the Princesse de Talmond and some of her friends had chambers. If Mr. Lang's identification of the philosopher mentioned in Charles' correspondence at this time be correct, Montesquieu was in the secret. In September 1750 the Prince visited his friends in London, where he endeavoured to conciliate support by espousing the Anglican religion, his mistress having influenced him towards 'liberalism.' After a few days he returned to Paris, apparently seeing that nothing could then be effected in England. Soon afterwards he broke with his too exacting mistress, but found concealment with other lady friends. An attempt to secure the help of Prussia and marriage with Frederick the Great's sister came to nothing. But a conspiracy in Scotland known as the Elibank Plot seeming to promise an opening, Charles moved to Ghent in April 1752, under the name of Johnson. Here he was joined by a Scotch Jacobite lady, Miss Walkinshaw, who lived with him as Mrs. Johnson—a connexion which finally ruined his cause. Concealment was rendered far more difficult when he was accompanied by a

woman and a child. Moreover Miss Walkinshaw's sister was in the service of the Princess Dowager of England, George II's daughter-in-law. Apart, therefore, from all other objections, the Jacobites of England apprehended lest this relationship might lead to the betrayal of their schemes. The refusal of Charles to dismiss his mistress in view of their not unreasonable forebodings contributed perhaps more than anything else to the break-up of the party. In the same year, 1752, began the communications of Pickle the Spy with the English Government. He put Pelham upon the track of the Elibank Plot, and enabled him to arrest and hang Dr. Archibald Cameron, the chief agent in it. Apprehending that the unknown traitor who had betrayed Cameron had revealed his whereabouts, Charles left Ghent and in various disguises visited Cologne, Paris, Frankfurt, Liège, and Calais, where he concerted with one of his Scotch adherents, Lochgarry, plans which Pickle immediately forwarded to Pelham. Information of all Charles' movements was conveyed by the same hand, till the poor Prince, conscious that he was betrayed but ignorant by whom, was reduced to restless despair. His suspicions alienated his most faithful adherents. In May 1754 he dismissed Goring and quarrelled with the Earl Marischal. In 1755 a final protest against his methods reached him from his almost heart-broken father, and a deputation from the Scotch Jacobites pleading with him to abandon his debauchery was received by him in such a way, as to disgust them and make them lay all thoughts of him aside. Thus died Jacobitism. Charles withdrew to Basle where he passed himself off as an English physician, and thence into Italy. When the Seven Years' War broke out he offered secretly to the French Government to head an expedition to England. They were anxious that he should lead their attack upon Minorca, and were not unwilling to help him to become King of Scotland or Ireland, but he refused to make himself merely a tool of France, whether in the recapture of one of Britain's conquests or in the partition of her territories. With the destruction of the French fleet in Quiberon Bay by Lord Hawke vanished his last hope. His degradation increased. Even Miss Walkinshaw fled from his ill-treatment in 1760, and with the approval of the French King refused to allow his child to live with one so debased. While in so many respects the Prince's character deteriorated so sadly, it is a welcome relief to find him in one point maintaining the most chivalrous honour. The British Government constantly sought to kidnap him, but he sternly set himself against all attempts at assassination in return. Once more it seems he visited England in 1763, but there was now no longer anything to be feared either from him or by him, and a few years later, having rid himself of his last faithful attendants, he came forth from his seclusion. And who was Pickle the Spy? Mr. Lang leaves little doubt that it was the Highland chieftain in whom perhaps above all the Prince trusted. The name of Rob Roy's son, James Mohr Macgregor, one of the heroes of Prestonpans, a father of Louis

Stevenson's Catriona has been suggested. Mr. Lang has no difficulty in disproving, not that he was a traitor, for he was a double-dyed one, but that he was this particular traitor, Pickle. The latter indeed was set by the British Government to spy upon him. No, Pickle was a greater personage than any Macgregor, for he was the head of the Macdonalds, Young (Glen-garry, on whom the Prince counted to bring 5,000 men into the field upon his side. Mr. Lang believes that Scott had discovered this, but to avoid injuring the feelings of friends kept his knowledge to himself. There can be little doubt that this identification is right. Every possible test confirms it. A word should be added in praise of the 'get-up' of the book. Paper, printing and arrangement are all excellent; and the portraits of Charles Edward in 1734 (?), 1735, 1750 and 1780 (?), of Miss Walkinshaw, and of Pickle the Spy add to its interest and value.

The Diseases of Plants induced by Cryptogamic Parasites, by DR. KARL FREIHERR VON TUBEUF, Privatdozent in the University of Munich. English Edition, by WILLIAM G. SMITH, B.Sc., Ph.D., Lecturer on Plant Physiology, University of Edinburgh. Longmans, Green & Co., London, New York, and Bombay, 1897. Price 18 shillings.

Plants like animals are subject to disease, and the causes of the diseased condition are sometimes very similar in the two kingdoms. Within the last fifteen years or so, a great advance has been made in our knowledge of the causes of disease in man and the higher animals. This advance has been mainly due to the acceptance of what is termed the germ theory of disease, viz., that most if not all the infectious diseases are caused by the entrance of a minute living germ, which multiplying with extreme rapidity, either leads to destruction of the tissues in which it is located, or poisons the system as a whole. These germs, which can only be studied with the highest powers of the microscope, belong to a lowly-organised group of plants termed Bacteria, closely allied to the Fungi, and like them devoid of the green colouring substance termed chlorophyll, which is met with in the higher plants. While Bacteria are now known to be the cause of many diseases in the higher animals, comparatively few plant diseases are attributed to their agency. On the other hand the true Fungi, which rarely attack animals, lead to many diseased conditions among plants.

A Fungus may be defined as a plant which being without chlorophyll is unable to obtain its supply of the element carbon (which enters largely into the composition of all living things) from the carbonic acid gas present in the atmosphere. It may obtain its supply of this element

from the living substance of another plant, or animal, when it is termed a parasite; or it may derive its supply from non-living and decomposing vegetable or animal matter, when it is said to be a saprophyte. The parasite as a rule penetrates the living tissues of its host, and it is only when this penetration has taken place, that the conditions suitable to its mode of nutrition are established. The study of plant disease is very largely a study of the parasitic Fungi.

In the first part of the work now before us, the author enters fully into the general characters of vegetable parasites, their effects upon the host plant, the mode of infection, and the disposition of plants to disease. Measures for the prevention and cure of fungoid diseases are treated in a special chapter, and instructions are given as to how some of the best fungicides can be prepared and applied. The economic importance of plant disease is treated somewhat briefly, but the statistics given in regard to the pecuniary loss which cultivators have had to suffer in different countries are very striking, and emphasize the necessity of endeavouring to find remedies. There can be no doubt that the first step in this direction consists in making a complete study of the life history of the organism which is causing the disease.

The second and larger part of the book is occupied with a detailed account of the cryptogamic parasites of plants. The various groups are arranged systematically, with short descriptions of the more important species, and notes on the effects which they produce on their host plants. The majority of the species are, as might be expected, European or American, but here and there exotic forms are mentioned, and a brief reference is made to *Hemileia vastatrix*, the vegetable parasite of leaf disease in coffee, which has done so much damage in Ceylon, South India, and elsewhere. The text is accompanied by 330 excellent figures, most of which either illustrate the microscopical characters of the parasite, or the effect which its presence has on the host; many in the latter category are reproduced from photographs by the author, and give an admirable idea of the disease.

The book is one which should prove a useful work of reference to agriculturists, foresters, and planters. The treatment of the subject is necessarily scientific, rather than popular in the ordinary sense, but to any one with a slight microscope, it should be found a valuable guide. At present extremely little is known in regard

to the vegetable parasites which attack the useful plants of India.

Lectures on French Literature, delivered in Melbourne. BY IRMA DREYFUS. Longmans, Green and Co., London, New York and Bombay, 1896.

This book, a handsome volume of nearly 500 pages, is a translation into English of seventeen lectures delivered in French to Melbourne audiences by Madame Dreyfus who believes,—we trust upon good grounds,—that she has succeeded in 'popularising French literature' in the Colonial city, and seeks by the present publication to extend the process through 'all English-speaking countries.' This, it must be admitted, is pretty ambitious, and indeed Madame Dreyfus' short preface is a curious mixture of modest diffidence and a somewhat amateurish self-confidence. The lectures themselves are pleasant reading, and the translator appears to have done his work well. The periods dealt with extend from the eleventh to the seventeenth centuries, Molière being the last writer treated, the tragic drama, despite Corneille and Racine, being, strangely enough, entirely neglected. Madame Dreyfus handles her subject with considerable vivacity, and undoubted sympathy. She appears to have read pretty widely in the literature of which she discourses, and is very familiar with the chief critics, English and French. In fact, it must be admitted, her numerous quotations from these form the most valuable part of the work. Her own critical remarks are not distinguished by any great depth or ingenuity, a defect curiously illustrated by her frequent references to Sir Walter Besant, and quotation of commonplace dicta of that popular novelist, whom she evidently supposes to be a great English writer and a profound critic. As regards the arrangement of matter, classification of writers and periods, there is not in this series of lectures that clearness and neatness which should constitute one of the chief merits of instruction by means of lectures. Nevertheless the lectures are, as we have said, pleasant reading, full of interesting facts, extracts from the writers dealt with, anecdotes and critical quotations. The work is fairly well adapted for the purpose for which it is intended, viz., 'popularising' French literature, though as a manual of reference for the student, not only on account of the regrettable absence of an index, it will scarcely be so serviceable as Professor Saintsbury's far less diffuse, but far more skilful 'Short History of French Literature.' The book is adorned with a portrait of the authoress which shows her to be—but we will refrain from stupid compliment.

Washington Irving's Tales of a Traveller. Longmans, Green and Co., 1896. Price 2s. 6d.

We gather that this is the first of a series to be called Longmans' English classics. It has apparently been prepared originally in America. An

introduction dealing with the author and the book, followed by suggestions for teachers and a chronological table, is contributed by Professor Brander Matthews, of Columbia College. To introduce it to English schools a preface has been written by Mr. P. A. Barnett. A portrait of Washington Irving forms the frontispiece, and an occasional footnote is inserted in explanation of the text. These notes are generally to the point and accurate, but Mrs. Montagu was not Lady Mary Wortley Montagu as stated on p. 117. The series is intended to foster the study of English classics, not as philological text books, but purely as literature. It seems to owe its origin to a report of the National Educational Association, some of the recommendations of which surely need to be taken to heart by none more than by the University of Madras. What a beneficent reform it would be if this suggestion were adopted. "The history of English literature should be taught incidentally, in connexion with the pupil's study of particular authors and works; the mechanical use of 'manuals of literature' should be avoided, and the committing to memory of names and dates should not be mistaken for culture." The insensate papers in English literature set year after year in the B.A. examinations practically compel the adoption of the method here condemned. If it is mischievous in England and America where pupils have read hundreds of English books, what must its effects be here where beyond half a dozen text-books they have read none of the literature they are examined upon? This series is to be welcomed as a help to a rational study of English literature.

Macaulay's Essay on Milton (Longman's English Classics) edited with Notes and an Introduction, by JAMES GREENLEAF CROSWELL, B.A., Headmaster of Brearley School, &c., &c., and a preface, by T. A. BARNETT, M.A., formerly Principal of the Borough Road College, and sometime Professor of Literature in Firth College, Sheffield. London: Longmans, Green and Co., 1896.

This is an English reprint of a volume forming one of an American series, and is on the whole a well edited book. It is, however, scarcely adapted to the use of Indian students who require much fuller 'notes.' Mr. Croswell's notes (all foot-notes, by the way) are brief and to the point. His introduction, dealing mainly with Milton's life, is a readable piece of work, and is calculated to help the young student towards an intelligent enjoyment of Macaulay's Essay. Greater space, however, should have been devoted to Macaulay himself, and Mr. Croswell only shirks his responsibilities when he puts aside the question of Macaulay's position in literature as one which "may be said to be still undetermined. We wait for a thorough analysis of his work by the critics, and the critics wait for the final judgment of posterity." Now this is not entirely true. If the editor of this book recommends the Essay on Milton

to the student as an 'English Classic,' it is clear that he at any rate has determined Macaulay's position in literature. Moreover several critics have analysed Macaulay and have pronounced judgments without the assistance of 'posterity.' Critics have not 'waited,' and even if they had that is no reason why Mr. Crosswell should wait. The merits and defects of Macaulay as stylist, and, what is more important, as thinker, are by this time pretty well known to critics and others, though they are not known generally to the class of student for whom this edition is intended. If Mr. Crosswell had given some resumé, with or without comment, of what the best critics had said he would have done something useful. On the other hand such a scrap of assertion as that 'no one has ever denied that Macaulay's narrative power in history is unapproached' is without value, and is in addition quite untrue. Not considering the ancient historians, it would be no extravagance to contend that Macaulay as a historical writer has from the literary standpoint been in this century approached and equalled by Froude and far out-distanced by Carlyle.

The portion of the introduction which consists of 'suggestions for teachers and students' might well have been spared, and the chronological table which follows, in so far as the columns devoted to English and contemporary literature are concerned, is simply bad. These reveal a feature in the American pedagogy which we have had occasion to mention before, viz., a most extraordinary mis-conception as to the value and importance of American as opposed to English literature. Thus while the English column for the years 1848-1858, presents a blank, the American column is filled up with such works as 'The House of Seven Gables' and 'Uncle Tom's Cabin.' Mr. Barnett's preface calls for no special remark, beyond that it contains some sensible, if somewhat obvious utterances, on the study of English literature generally. With regard to the text itself as here reprinted we would protest against the ugly and useless numbering of the paragraphs.

Studies in Historical Method, by MARY SHELTON BARNES. *Heath's Pedagogical Library*. Isbister and Company, London, 1897. Price 2s. 6d.

This little book consists of a number of short papers by the general authoress and others dealing with various aspects of historical study. The subjects treated vary considerably in character and importance, from a list of books on Historical Method to 'The Making of Patriots.' The whole book bears the imprint of its American origin, both for good and for evil. One of the more interesting papers is on the Historic Memory of children, contributed by Miss Anna Köhler. In it is described the result of a test applied as to what and what kind of facts are remembered by children. An account of Charlemagne—inaccurate, it may be mentioned, somewhat foolish, and badly written—was read twice by the authoress to a class of five children. A week

later they were asked to reproduce it. Tables are given setting forth the facts which each remembered. The conclusions of the writer are:—(1) Children remember that which is necessary to the progress of an action, rather than word-pictures descriptive of condition; (2) Children remember items by groups, relating details not to the story as a whole, but to the groups in which they occur; (3) What children remember at all they remember quite accurately; (4) Children remember best facts which are connected with objects or actions within their own experience. There is a good deal that is suggestive and helpful in the book, by reason of which its obvious faults may well be overlooked.

A Lecture on the Pronunciation of English, by CECIL M. BARROW, M.A., Principal, Victoria College, Palghat. Mangalore: printed at the Basel Mission Press.

Mr. Barrow discourses learnedly on this not altogether burning question and submits to a criticism, more vigorous and earnest than we can quite sympathise with, the errors of various dictionaries which profess to teach us how to speak. Thus when Mr. Barrow 'can only express his wonder and dissent' when an authority pronounces *jube*, *zhube*, while our own dissent is equal, our wonder is small and our indifference great. What does it matter how we pronounce *jube*? We are inclined to think that Mr. Barrow attaches far too much importance to 'the way they have at the Universities' in the matter of pronunciation. The Universities are mixed bodies, and they treat English accordingly. There is one pronunciation prevalent at Balliol, and it is Scotch; there is another which obtains at Jesus, and it is Welsh. On the whole the correctness with which an Oxford or Cambridge man pronounces common English words depends on the society in which he has moved before he matriculated. If he has taken up 'Greys' he will probably not make false quantities; if he has specialised in science who shall answer for him? Leaving these problematic topics, we can only commend Mr. Barrow's little treatise to native students anxious to avoid 'common errors of speech.' They will find it very useful.

An Introduction to Latin Textual Emendation, by W. M. LINDSAY, M.A., Fellow of Jesus College, Oxford. Macmillan & Co., London, 1896. Price 3s. 6d.

This excellent little book, which fills a long-neglected gap, appeals we fear to but few in this country. All however whose studies bring them into contact with textual difficulties in Latin sources will find it most suggestive. The various sources from which corruptions arise are clearly pointed out. A useful appendix is devoted to practical hints as to collation of MSS. Much interesting information is incidentally given. Thus Mr. Lindsay's

illustrations of 'Ghost-words' include *celt*, derived from a miswriting of *celte* as *celle* in the Vulgate of Job XIX., 24; *Grampian* from a miswriting of *Grapius* in Tacitus Agr. 29; and *Boudicca* a scribe's error for *Boudicea*. Similarly the origin of our present printer's type is explained. It seems that it really is the minuscule introduced in the reign of Charlemagne, brought to artistic perfection in Alcuin's School of Calligraphy at Tours, revived in Italy by Renaissance copyists and accordingly borrowed by the first Italian printers. On the other hand the German printers adopted the debased form of Caroline minuscule in use in German manuscripts of their day—hence the present German print. Mr. Lindsay tells us that our note of exclamation (!) originated in the practice indulged in by some copyists of inserting above or after a Votive an accented O (6) to call attention to the Case.

Object Lessons for Standards I, II, III. BY MESSRS. GARLICK and DEXTER. Longmans, Green and Co., 1896. Price 3s. 6d.

An excellent book, well-arranged, simply written, beautifully printed and copiously illustrated. We have noticed a few insignificant mistakes such as the statement that the viper derives its name from the V-shaped mark upon its head: but the amount of accurate information which these lessons convey is vast. But better than this information is the habit of observation which they can scarcely fail to create in the pupils to whom they are given. In India where this habit is so defective a book of this kind will be of great assistance to teachers. Many of these lessons they will be able to employ and the method of the book will be an excellent model. But in view of the large number of lessons which deal with objects unfamiliar on the plains of India, it is to be hoped that the publishers may see their way to prepare either an adaptation of this book for Indian use, or a new book on similar lines, in which, e.g., the lizard may take the place of the rabbit, and the palm that of the holly.

Questions and Answers in the History of Greece, with Appendices, compiled by M. A. KANADE.

This ugly ill-printed cram-book we have received from the compiler who anxiously solicits a review; otherwise we should not have thought it necessary to notice it. It is not even calculated to answer the base ends for which it is intended, for very few of the unintelligent questions for which Mr. Kanade has compiled answers would appear in any well set University Examination paper. We do not wish harm to Mr. Kanade, but in the interests of education we trust that neither this nor the other ventures of a like nature advertised on the back of this squalid performance will be attended with success. The questions are singularly ungrammatical:—'Describe how did Pisistratus became tyrant of Athens?'—'Trace the growth of the Archons'!

THE MADRAS TEACHERS' GUILD.

The ordinary Monthly Meeting for May of the Madras Teachers' Guild was held on the evening of the 7th instant in the large hall of the Doveton College. Mr. Stuart, the President of the Guild, not being present, the chair was taken by Mr. P. Lakshmi Narasu.

The minutes of the last meeting were read and confirmed. It was resolved that Mr. Lepper and Miss Carnie represent the Guild in the Committee appointed by the Director of Public Instruction for the circulation and distribution of pictures to schools.

Mr. Glyn Barlow, the Editor of the *Madras Times*, then gave a picturesque and lively account of his experience at Mussourie as the Headmaster of an Anglo-Indian Institution. In the course of his address he made a number of useful suggestions. He believed that the Government would do well to open a First-grade College at Mussourie, and the various sectarian institutions now existing might be easily changed into simple Boarding Houses for students of their respective denominations. After the lecture Mr. Glyn Barlow answered a number of questions that were put to him by some of those present. With a vote of thanks to the lecturer the meeting dissolved.

THE MADRAS TEACHERS' GUILD.

Teachers Wanted.

1. Two trained B.A.'s or L.T.'s eligible for the first grant (Physics or Mathematics) for Mofussil schools.
2. A Trained Christian F.A.
3. Three trained Christian Matriculates for Mofussil.
4. A Telugu trained Matriculate.
5. A Christian B.A. trained (Physics).

Places wanted for

1. A Native Christian Lady with English qualifications as Superintendent of Schools.
2. A trained certificated F.A. (Tamil).
3. An untrained Sanskrit Physics B.A.
4. An F.A. (B.A., Language Branch) with untrained Teachers' Certificate, Tamil.
5. An untrained F.A. (B.A., Tamil), with ordinary certificate exempted.
6. A Christian untrained F.A. (Tamil).
7. A Physics B.A., L.T. (Tamil).
8. A Matric with First-class Normal Certificate.
9. A B.A., Philosophy and Tamil, drawing grant. Headmaster or College Assistant (Christian).
10. A Mathematics B.A., L.T. (Christian).
11. A History B.A. (Latin, Urdu), untrained Eurasian.
12. A trained certificated Mathematics B.A.
13. A Sanskrit Chemistry (Tamil) B.A., untrained.
14. An untrained certificated B.A., Mathematics (Tamil).
15. A Philosophy graduate (Christian) capable of teaching Mathematics.
16. A B.A. (Tamil and Philosophy). Trained, passed L.T. (Theoretical.)

S. SATTHIANADHAN,

Registrar, Teachers' Guild, Royapettah, Madras.

Educational Intelligence.

MADRAS.

We regret very much to record the death, at an early age, of Mr. Sundaram Pillay, M.A., F.M.U., F.R.H.S., Professor of Philosophy, Maharajah's College, Trivandram, from carbuncle.

ONE of the resolutions passed at the last Madras Social Conference was in favour of the establishment of a High School for Girls on the lines of the Maharajah's High School for Girls in Mysore. We hope that steps will be taken by the Sub-Committee to carry out this resolution.

FROM the sixth annual report of the Trichinopoly Teachers' Association, we find that the Association has made fair progress during the year 1896. The number of members slightly increased, the library grew, a larger number of meetings were held, and there was a cash balance of about Rs. 40.

THE eighth anniversary and prize distribution in connection with the Native College of Madura was celebrated on the evening of the 24th ultimo with the District Judge, Mr. Russell, in the chair. A number of prizes for gymnastics were given by the Collector of the District, Mr. Twigg, who is also President of the College Committee.

THE Syndicate of the Madras University has nominated Mr. Narayan Iyer, B.A., a former student of the Christian College, for the Government of India Scholarship of £200 a year, tenable for three years. He will leave for England in August next and compete for the Indian Civil Service, and at the same time qualify himself for the Bar.

Mrs. R. S. BENSON AND Mrs. W. W. ELWES are appealing for support on behalf of the Native Ragged Industrial School, 142, Mount Road, Nungumbaukam, which gives the poor and destitute children of the Panchama community, and other depressed classes of South India, both literary and technical education. Subscriptions and donations, however small, will be thankfully received by the treasurers, Messrs. Addison & Co., Mount Road, Madras.

THE Report for 1896 of the Registrar of Books, Madras, throws light on the direction taken by literary activity in this Presidency. The number of books published rose from 751 in 1895 to 753 in 1896, while the increase in the number of pamphlets is comparatively large, being 216 in 1896 against 174 in 1895. The Registrar remarks that "the religious form of literature is the most popular with

the people at large." Two hundred and seventy-one works of this class were published in 1896.

A CONGRESS of Telugu Pundits from all parts of India was held in Bellary on the evening of the 16th ultimo, under the presidency of the Hon'ble P. Ananda Charlu. A number of resolutions were passed, all of which related more or less to the revival and development of Telugu literature. The meeting was highly successful and much credit is due to Mr. D. Krishnamachari, the well-known poet of the town of Bellary, for its organization and success.

M. R. RYS, LOD KRISHNADAS AND GOVINDAS have generously undertaken to establish and maintain in the City of Madras a School for Blind Hindu and Muhammadan boys.

2. The school will, for the present, be located in the premises of the Annadana Samajam, Nos. 110 and 111, Nainappa Naick's Street, near the Gujili Bazaar, Town.

3. Education will be given gratis, and admission will be limited to boys under eighteen years of age.

4. Instruction will be given in reading, writing, and arithmetic and in basket-making, mat-making, blind-making, rattan work and such other handicrafts as will enable blind boys to earn a living on leaving the school.

5. Instruction will also be given in vocal and instrumental music to such of the boys as possess a taste for music.

6. Parents or guardians desirous of sending blind boys to the school are requested to send an application in the following form to the undersigned as soon as possible. The school will begin work as soon as an attendance of five pupils is secured.

- (1) Name of boy.
- (2) Name of parent or guardian.
- (3) Age of boy.
- (4) Caste, race or creed.
- (5) Whether born blind or became so afterwards.
- (6) Native town or taluk and address.
- (7) Mother-tongue of the boy.
- (8) Whether the boy has had any previous education; and, if so, up to what standard.

7. The only condition which parents or guardians are expected to observe is that they shall not withdraw the boys until they have acquired such an amount of knowledge and skill in one or more handicrafts as will enable them to earn a living by following the trades which they were taught in the school.

T. AIYAKAND NAYAKAR.

Sub-Asst. Inspr. of Schools, Madras Range.

BOMBAY.

MR. GILES, Inspector of Sindh, succeeds Mr. Chatfield as Director of Public Instruction in the Bombay Presidency.

THE distribution of prizes to the successful students of the Boys' and Girls' Schools in the Camp at Baroda took place on the 5th ultimo. Mrs. Martelli, the wife of Colonel Martelli, the Agent to the Governor-General, gave away the prizes.

THE Government of Bombay have with a view to encourage Agriculture declared that they will place holders of the Diploma granted by the University, according to the higher standard now to be exacted, on a par with graduates for employment in the Revenue Department.

BENGAL.

A LARGELY attended public meeting was held at Almora on the evening of the 2nd ultimo to open a free Primary Vernacular School to strengthen the divisional Government High School.

IN commemoration of Her Gracious Majesty's Sixty Years' reign, the students of the Ripon College will play Shakespeare's *Merchant of Venice*. Raja Sir Sourendra Mohan Tagore will bear all the expenses.

BARU SRIGOPAL MALIK, of No. 46, Panchanantola Lane, Calcutta, has offered to place annually, at the disposal of the Calcutta University, the sum of Rs. 5,000 for the purpose of creating a Fellowship for the promotion of Sanskrit learning and Vedantic studies.

DURING his visit to France, Professor Bose delivered two lectures on his electrical researches before scientific audiences, one at the Sorbonne and the other before the *Société de Physique*. The lecturer was warmly received by such well-known French physicists as M. Lippman, M. Poincaré, M. Cailletet, M. Becquerel, M. Mascart and M. Cornu.

PROFESSOR J. C. BOSE was received very cordially in Germany. After lecturing at the Physikalische Institut of the Kiel University he visited Berlin, where he delivered an address on his researches before the Physikalische Gesellschaft. Special facilities were afforded to Professor Bose by the German Minister of Education for inspecting the Polytechnics and other scientific institutions. Professor Bose visited also Professor Quincke and Professor Röntgen at their respective laboratories in Heidelberg and Würzburg respectively.

At the last annual meeting of the University of Calcutta it was resolved that an appropriate address, enclosed in a suitable casket, be presented to Her Majesty the Queen-Empress on the occasion of the Diamond Jubilee.

PROFESSOR JAGADESH CHUNDRA BOSE returned last month to Calcutta, and was given an enthusiastic reception by the students of all the Native Colleges there, who congregated in great crowds at the Howrah Station.

NORTH-WEST PROVINCES.

THE inhabitants of Benares have submitted a memorial to the Lieutenant-Governor against the abolition of the study of science above the Intermediate Standard in the Queen's College at Benares.

FROM the beginning of the next session, says the Lucknow Advocate, a certain number of poor students who have passed the Entrance or the School Final Examination in the First Division will be allowed to join the 1st and 2nd year classes of Kayastha Pathasala as free scholars. Their number in each class is not to exceed ten.

THERE does not seem to be much unanimity in the management of the Aligarh College. A Muhammadan gentleman, who is a devoted friend and sincere well-wisher of the College, remarks that the management of the College and the Boarding House has passed entirely into the hands of the Principal, Mr. Beck, and that the trustees exist only in name. He points out that one of the consequences of this virtual change of management that education has deteriorated and that undue attention is given to sports and physical exercises at the expense of intellectual education.

FOREIGN.

AN anonymous donor has given 25,000 dollars to the Brooklyn Polytechnique Institute.

THE Senatus of the Aberdeen University has approved of a proposal to grant a diploma in Agriculture.

PROPERTY worth 30,000 dollars has been presented to the Stevens Institute of Technology by the widow of its founder.

MR. JOHN USHER, OF NORTON, has given £8,000 to the University of Edinburgh for the foundation of a chair of Public Health.

THE Senate of the University of Berlin has refused by a majority to approve the memorial on the subject of University extension.

THE Cape of Good Hope talks of a new teaching University in Cape Town as a memorial of the Diamond Jubilee of the Queen.

A LEGACY of £65,000 has been left by the late Sir Thomas Elder to the University of Adelaide. The testator gave £35,000 during his life-time to the same institution.

THE Cloth Workers' Company have offered to make an annual grant of £200 for five years to provide lectures by specialists on agriculture and forestry at the University of Oxford.

PROFESSOR EVERETT, the well-known translator and editor of Deschanel's Natural Philosophy, has retired from the chair of Natural Philosophy in Queen's College, Belfast.

THE number of students at present attending the Edinburgh Medical College for Women is 80, an increase of 16 over the number in attendance during the corresponding session last year.

THE widow of Professor Lizars has bequeathed to the University of Aberdeen £200, the interest of which is to be devoted annually to purchase a Lizars Gold medal for distinction in Anatomy.

DR. CAIRD, the Master of Balliol, has been requested to offer himself as a candidate for the Professorship of Moral Philosophy in the University of Oxford, now vacant by the death of Mr. Wallace.

THE Royal Statistical Society has presented the Howard medal of 1896, together with a cheque for £20, to Dr. James Kerr for his essay on "School Hygiene in its mental, moral and physical aspects."

MR. JOHN D. ROCKEFELLER has given 60,000 dollars to Mount Holyoke College in Massachusetts. This is a College for Women, which a few months ago sustained heavy loss by the burning of its buildings.

BORYSK, who, at the age of forty-one, was exiled to Siberia for taking part in the Polish rebellion of 1863, returned in 1895 after a free pardon to Warsaw, and graduated with honours in medicine at the ripe age of seventy-five.

THE London Society for Teaching the Blind has resolved to commemorate the Queen's Diamond Jubilee by admitting all the candidates now on the list for admission to the School for the Blind, St. John's Wood, without election by ballot.

THE honorary degree of LL. D. has been conferred by the University of St. Andrews on Mr. John Scott Keltie, Secretary to the Geographical Society and Editor of the "Statesman's Year Book," published by Messrs. Macmillan and Co.

THE Congress International de l'Enseignement Technique has accepted an invitation from the Society of Arts, and certain of the City Guilds, to hold its meeting this year in London. The Congress will be opened on the 15th of June.

THE University of Nancy has received an endowment of 100,000 francs for the purpose of erecting a chemical and electrical laboratory from Mr. Golway, the proprietor of large industrial establishments in the neighbourhood of the town.

By the presentation of a portrait of Lord Lister, executed by Mr. W. W. Oulless, R. A., to the Royal College of Surgeons, the professional brethren of the famous surgeon have given a visible sign to their high esteem for the man and their appreciation of his work.

PROFESSOR HASTIE, of Glasgow University, has taken an action against Professor Tiele, of Leyden, for £5,000 damages for alleged slander. The action has arisen out of circumstances connected with the translation of Professor Tiele's Gifford lectures from the Dutch by Dr. Hastie.

THE present year being the sixtieth of Sir George Gabriel Stokes' connection with Cambridge, it has been proposed that his bust, executed by some artist of eminence, should be placed in the Hall of Pembroke College, of which Professor Stokes has been a Member since 1837.

A NEW body has been created in the University of Cambridge, viz., a Board for Indian Civil Service Studies, with the object of giving the numerous distinguished men engaged in training the future rulers of India some sort of University status as lecturers recognised by a special Board.

THE students at the University of Athens, owing to a quarrel with Professor Galvini, took armed possession of the University building. The Government thereupon surrounded it with troops and cut off the water supply. There was some firing, but the students eventually capitulated.

ON the death of the widow of the late Mr. George Garden Nichol, the Aberdeen University will receive £20,000, which is to be applied by the University Court at its discretion towards giving students of the University without means of their own the opportunity of obtaining a high class education.

At a meeting of Presidents of various scientific societies in London it was unanimously resolved "that a fund to be called the Victoria Research Fund be established, to be administered by representatives of the various scientific societies for the encouragement of research in all branches of science."

THE Italian students' riots are not yet completely over. The agitation was essentially a demon-

tion against the Minister of Education, who has made himself very unpopular by his disciplinary measures. It was rumoured that the Minister is about to resign.

DR. NANSEN was given an enthusiastic reception by the Paris Geographical Society on the 26th of March. M. Rainaud, Minister of Education, invested him with the insignia of the Commander of the Legion of Honour. He also received the gold medal of the Society, and a medal from the Municipality of Paris.

A SOUTH African proposes in the *Times* to mark the Sixtieth Anniversary of Her Majesty's reign by establishing at Oxford or Cambridge an Imperial College, that should vie in magnificence with the stately legacies of bygone benefactors, and be specially marked by endowments for colonial students.

A NEW feature has been introduced into the practical examination in Physics and Chemistry in the Natural Science Tripos of the University of Cambridge: candidates are to be allowed to send in note books showing the record of practical work done by them, such records to be countersigned by their teachers as proof of *bona fides*.

IN recognition of the large number of benefits derived from French science, both pure and applied, Mr. H. Wilde, President of the Manchester Literary and Philosophical Society, has presented to the Paris Academy of Science £5,500 to be set apart for an annual prize of 4,000 francs for any meritorious discovery in astronomy, physics, chemistry, mineralogy, geology or mechanical science. The prize will be open for competition to all nationalities, and may also be retrospective.

A DELIGHTFUL scheme of travel has been set on foot among the Italian students. They are to proceed on a trip *via* St. Gothard, Strasburg, the Rhine valley, Cologne, Berlin, Leipzig, Bavaria, and the Tyrol. The Government has reduced the fares on all the railways for the trip, and the colonies of Italian students at the various German and Swiss Universities will give their compatriots a hearty reception. The movement was inaugurated by a lecture by Professoress Paulina Schiff.

THE Prussian Bill for the regulation of teacher's salaries has at last been passed into law. By the new law the minimum salary is £15, and the age increase begins with the eighth year of service at the latest. The new scheme of salaries came into force last month. According to it country teachers receive salaries ranging from £48 to £80, and in the smaller towns £60 to £100. The highest salary is attained after 25 years' of service, and the pension is half the full salary, or the full salary after 45 years' service.

COMMEMORATION Day at Newnham, which is kept not on the anniversary of the founding of the College but on that of the day when the Senate passed a grace by which Tripos examinations were formally opened to women in 1881, was celebrated this year on the 20th of March. The principal speech of the evening was that of Miss Gladstone, who was till recently the Vice-principal of the College. Every student present wore daffodils, the College flower, in her hair or dress. After the dinner there were short speeches, dancing and singing.

By the death of Miss Emily Shirreff, the higher education of women in England, has lost a warm and distinguished friend. She was for many years a Member of the Council of Girton's College, of the Girls' Public Day School Company, of the Teachers' Training and Registration Society, and President of the Froebel Society. She took a great share in founding and developing the Maria Grey Training College, and also in the work of the Froebel Society. Among her writings are a "Life of Froebel," "Kindergarten Essays," and "The Kindergarten."

THE French Minister of Education has, rather strangely for an enlightened and republican country like France, ruled that no associations of teachers, except in the form of benefit societies, are to be formed. Though as benefit societies such Associations should be welcomed, as Associations for pedagogical study the Minister and his council fear that these Associations would almost certainly give rise to the prolonged discussion of every new order issued by the minister, a state of things which would not only interfere with the school studies, but would also tend to shake the confidence of parents. Moreover the work of such Associations would be absolutely unlimited and would inevitably touch on every question bearing upon the position of teachers and would therefore be directed against the authorities. It is also said that an Association of Teachers, as functionaries, aiming at mutual defence in the exercise of their functions and at the protection of their individual or collective interests, would be absolutely contrary to the principles of the French law.

A RETURN has just been issued as a Parliamentary paper, giving particulars with respect to evening continuation schools inspected for the year ended April 30, 1896. The return covers a population of 20,119,856 in English and 1,294,133 in Welsh administrative counties, and 7,369,272 in English and 219,264 in Welsh county boroughs, making a total of 29,002,525. During the year in question 2,875 schools were inspected in English counties and 244 in Welsh, and 603 in English boroughs and 22 in Welsh—a total of 3,744. There were 189,783 scholars on the books in English counties and 14,981 in Welsh, and 91,795 in English boroughs and 4,662 in Welsh—a total of 302,221. The grants paid by the Education Department for the year amounted to £74,047 in English counties and £3,725 in Welsh, and £48,293 in English boroughs and £1,719 in Welsh, making

a total of £129,785. The increase of the whole of the schools for the year was £228,813. This total was made up of £105,816 derived from Education Department grants (English counties £58,216, boroughs £42,769; Welsh counties £3,626, boroughs £1,203); £22,206 from science and art grants (English counties £1,335, boroughs £838; Welsh counties £24, boroughs £8); £18,673 from county councils (English counties £16,957, boroughs £1,644; Welsh counties £70); £69,786 from rates (English counties £36,209, boroughs £30,837; Welsh counties £1,449, boroughs 1,290); £7,080 from voluntary contributions (English counties £4,437, boroughs £1,505; Welsh counties £137); £23,217 from school fees and books (English counties 14,295, boroughs £8,181; Welsh counties £500, boroughs £239); £976 from endowment (English counties £829, boroughs £146); £2,055 from other sources (English counties £688, boroughs £365; Welsh counties 3s 4d, boroughs £21). The income in English counties was therefore £133,951, and in boroughs £86,288; in Welsh counties £5,809, and in boroughs £2,763.

Educational Notes.

THE English Educational Code for 1897 possesses some noteworthy features, though it contains nothing startlingly new. Under the title of Domestic Science a new specific subject is added for girls. This is nothing more than an elementary experimental course of physics and chemistry with special reference to household work. Another noteworthy point is the complete abolition of the system of payment by individual results and its replacement in specific subjects by the grant of one shilling or sixpence for every twenty-four hours' work of each scholar in that subject.

Miss HUGHES, the Principal of the Teachers' Training College, Cambridge, writes in the preface she has contributed to Miss Bremner's *Education of Girls and Women in Great Britain* as follows about the necessity of educating women:—"If we are believers in that greatest of educators—the life of the home, it is better to spend a little less money on boys' education and help the girls, rather than doom the boys to live in homes governed by badly-educated mothers and wives. The education of girls is not merely a woman's question—thoughtful men have never so regarded it. It is a human question, one that concerns every one."

DR. G. E. SHUTTLEWORTH, in his second lecture on "The special training of physically and mentally defective children," stated that all successful instruction of defective children must be of a concrete and practical character, for such pupils had but feeble powers of grasping abstract ideas. Often indeed they learned more readily with their hands than with their heads, and a judicious teacher would

know how to elicit the child's intelligence by means of manual training. From the practical stand-point, moreover, the acquirement of capability to earn a living, wholly or in part, was of obvious importance, and reference to this must be constantly kept in view in the training of defectives.

MR. BRYCE, speaking sometime ago at the Chambers of Commerce Associated Meeting in London to a resolution pressing upon Her Majesty's Government the necessity of forwarding a measure for the efficient organisation of secondary education, said that business was becoming more and more a matter of intellectual training, and therefore businessmen ought to have the very best education available. Education would not do everything for a man. A person of the highest capacity would make his way without education, which, moreover, would not greatly benefit a man who lacked capacity. But the great majority of people came between these two extremes; and it was on behalf of the great majority that he spoke. Proper schools, properly organised, were needed in all our great centres. Nor was it merely a question of money, for it was possible that results far superior to those at present secured might be produced without additional expenditure. If Chambers of Commerce could convince the Government of the importance of the subject, they would do a great service. The matter fortunately had not got into the vortex of party politics. He therefore believed a Bill embodying a good scheme would commend itself to both sides of the House and consequently encounter very little political opposition.

SIR JOSHUA FITCH, in his report on the technical education given in Newcastle-on-Tyne, makes the following excellent remarks:—"All recent experience derived from observations and reports concerning foreign countries leads to the belief that what we want most both for the maintenance of our industrial supremacy, as well as for the development of our yet unused resources and opportunities, is a wider diffusion among us of general intelligence and culture. The readers of the remarkable and interesting supplementary report of the Royal Commissioners on technical instruction will deduce inferences:—(1) That, for the rank and file of industrial workers, we need, not so much an elementary acquaintance with several science subjects, first of all, a sounder and more general intellectual training prolonged beyond the ordinary school age, and, secondly, manual skill and a particular knowledge of those materials and forces which the learner has to use, and of the special science which is most closely related to them. (2) That, for the employers of labour, heads of firms, and captains of industry, there is needed in like manner the foundation of a liberal education. A very large proportion—much larger than in our own country—of the directors of great works in Germany are University

graduates, who have added to their general education the specific study of the sciences most nearly akin to their own trade. And if Germany or France rivals and sometimes outstrips us in the markets of the world, it is not because their people excel us in industry, in natural ability, or in manual dexterity, but simply because in both countries there is a better organised system of general secondary instruction, and because more importance is attached to the sort of training which strengthens the faculties of reasoning, of observation, of imagination, and of inventiveness, and which enlarges the range of the learners' thoughts and develops his best powers."

AN Inspector of Schools gives in the *Schoolmistress* (London) the following valuable advice to teachers:—

Do we sufficiently remember that there should be no hurry or bustle in our teaching, no driving or haste? There must be continuous and continual striving to progress, and no waste of time; but no haste. In many schools, side by side with a considerable leakage of time there is a constant spirit of ferment and struggle, not at all conducive to sound education. We must work steadily and surely, but slowly. Particularly is this the case with country children. They require time. I often think when I am in the country how the children's nature corresponds with their surroundings. The preparation of the ground for the seed is a slow process; when the corn is sown it comes up and grows slowly; the trees and plants pass slowly through their various changes; the cattle move slowly; and man, in daily contact with Nature in her various forms, himself is slow in his movements, thoughts, and speech. Surrounded by such slowly-moving phenomena and creatures, is it at all wonderful that the brains of country children should move slowly too? But we ought not to conclude that because the children have slow wits that they have no wits. If Nature moves slowly she moves surely; and I believe that country children are sure, if slow. We, however, too often mistake slowness for dullness; and because the children do not readily take what we offer them, we conclude that they cannot. I have much sympathy with the country child, and if we would only adapt ourselves to him, and move slowly, though unremittingly, we should find him a more trustworthy and responsive creature than his quicker-witted town brother. I am not convinced that it was ever intended that we should all be quick-witted; nor has it ever been proved that the rapid, rushing stream is more useful than the deep, sluggish river, or the slow-growing oak less strong than the instantaneous mushroom. And there can be no doubt that in our dealings with the minds and manners of children we must be slow though sure.

WE draw the special attention of such of our readers as are interested in the progress of female education in India to the following from the *Pall Mall Gazette*, which shows what an amount of great and

good work has been done with little fuss and talk:—In the early days of the higher education of women people complained that the students of women's colleges were plain and dressed badly. The complaint was not without foundation. The "early student," as she was humorously alluded to in one of the speeches, was abnormal. To make one's way to a women's college twenty-five years ago meant that a girl was either an intellectual prodigy or a bookworm. And the intellectual prodigy or bookworm is rarely beautiful. To-day one looks in vain for the "early student," and concludes that she is extinct. In fact, the typical student of a women's college nowadays is a healthy, normal girl, with good complexion, good wits, much wholesome enthusiasm for play as well as work, and by no means wanting in regard for the etceteras of life—the adornment of her person and her home. She comes up at the age of seventeen, when she has left school, to add on a year, or more, of college life for the expansion and cultivation of her mind. That these years make her better fitted for home, or whatever walk in life she may choose, the increasing numbers sent by their parents to benefit testify better than arguments.

Withdrawing our eyes from the college as it is, and looking back over twenty-five years to the college as it was, we are struck again by the rapidity and quietness with which it has grown. It is one more instance of what can be done if people will agree to do and not talk. The half-dozen men and women who started the movement for the higher education of women at Newnham (and other women's colleges would, doubtless, tell the same tale) were essentially womanly, and the direct opposite of this unpleasant type. Nothing distressed the late principal (and foundress) of Newnham College more than the assumption on the part of a student of manly ways, manners, or dress. She waged gentle warfare against the inoffensive ulster which made its appearance when the college was in its infancy. She instilled a horror of the cigarette into the very bones of that institution, so that it will probably be the last spot on earth to open its doors to this soothing companion of solitude and study.

Popular prejudice painted the pioneers of the movement as ferocious-looking women, with short hair and short skirts, who glared through spectacles, and detested man. There could be no greater mistake. The women who formed the nucleus of the movement as regards Newnham (and other women's colleges would, doubtless, tell the same tale) were essentially womanly, and the direct opposite of this unpleasant type. Nothing distressed the late principal (and foundress) of Newnham College more than the assumption on the part of a student of manly ways, manners, or dress. She waged gentle warfare against the inoffensive ulster which made its appearance when the college was in its infancy. She instilled a horror of the cigarette into the very bones of that institution, so that it will probably be the last spot on earth to open its doors to this soothing companion of solitude and study.

Like most sensible people, she held that a more liberal and careful cultivation of woman's mind does not involve any imitation of man, but rather the emphasising and development of those distinctive tendencies and qualities which will make women remain women till the end of time.

University of Madras.

Messrs. MACMILLAN & CO. beg to call the attention of Students to the following Text-books.

Matriculation Examination, 1897.

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F. A. Examination, 1897.

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All contributions, books for Review, &c., should be addressed to the Editor. Until July 5th his address will be Kodaikanal, Madurai District; after that date, 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, &c., should be forwarded to the Publishers, EDUCATIONAL REVIEW Office, No. 4, Mount Road, Madras.

The Educational Review.

The salient feature of the Madras Budget Grants for Hostels, from the educational standpoint was the announcement that provision was to be made for grants in aid of the building of Students' Hostels. The Director is to be congratulated upon securing the sanction of Government to this reform. When Government, two years ago, decided upon a large expenditure in the

erection of two large hostels in Madras, it was felt by those best qualified to judge that, though its intention was good, it was acting somewhat impulsively, and that its end would have been more thoroughly attained had it devoted the money to aiding Colleges to build their own Hostels. Mr. Bliss took credit in the Senate the other day for initiating the institution of Hostels in the Madras Presidency—a preposterous claim which only confirms what all felt at the time, that, when Government resolved on the erection of the Victoria Hostel, it was acting without that examination of the case and consultation which were desirable. However, Mr. Bliss undoubtedly has the matter at heart, and the Government's sanction of Dr. Duncan's proposal is doubtless due to his influence. Not only is it obviously more economical for Government to aid private managers to erect Hostels than to build them itself, but it is more consonant with the declared policy of the Government of India. Moreover, it gets rid of all those complications which must beset a Hostel under divided authority, and secures more satisfactory supervision and care.

As has just been indicated, the educational policy which Governments in India are pledged to follow is the promotion of education by grants-in-aid to private managers rather than by direct Government expenditure. This can never be too strongly or too frequently stated. Often it is Government's partiality for its own institutions that calls for correction by this principle. Sometimes it is some private interest that leads to error. This is illustrated by the criticism passed recently upon an educational officer in a Native State. There were two schools in a certain place. The managers of one finding themselves unable to maintain it applied to Government to take it over. The official declined, leaving the managers to close it. The Government, acting on the policy of British India, saw no reason to undertake the direct support of a school in a place where private management, as represented by the other school, could meet the educational wants of the people. In two cases only is the existence of a Government school or college consistent with the policy of the Government of India. In places where private management is not forthcoming, it is the duty of Government to promote education, as far as possible, by its direct work and expenditure; but even in such places it is pledged to give place to private management as soon as possible. And it is recognised that Government may maintain a model institution in central places, such as a Presidency town. The introduction of any feature into such a model institution is a tacit pledge to private managers that, if they imitate it, an adequate grant-in-aid will be given them. The punctilious observance of these principles is incumbent upon Government; for it is in reliance upon them that managers have incurred the great expenditure represented by

aided institutions. The slightest deviation from them is not only a breach of faith but a political blunder of the most serious kind. Government must depend principally upon private enterprise for the education of the country, and any act or step which in the slightest discourages such private enterprise is to be avoided. This official policy would seem to be carried out more thoroughly in Burma than in any other province in the Indian Empire. We are informed on good authority that there is in the whole of Burma only one institution under the direct control of Government and dependent upon public money solely, apart from fees. This is the Normal School at Moulmein, with the attached High School. If this be so, it accounts in no small degree for the educational progress of Burma, as shown in the table we print elsewhere. For it is certain that nothing tends to spread education more than the encouragement of private managers.

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The same considerations which led the Government of India to adopt the policy described in the preceding note evidently apply to the promotion of education by Local Boards. To these has been entrusted in their own localities a share in the responsibility for the spread of education. It is for them to diffuse its benefits as widely as possible, and obviously by the grant-in-aid system they can educate two or three times as many children as if they undertook the undivided responsibility for education. The policy which the Government of India adopted nearly half a century ago, and the wisdom of which has been confirmed more and more as the years have gone by, is the ideal policy for these Boards in their narrower spheres. It has not

always been followed by them, and among the defects of Local Fund Education to which attention was called at the Madras Educational Conference last December were instances in which this correct policy had been departed from, to the detriment of aided education. Though the Director declined the suggestion of the Conference that a general investigation should be conducted into Local Fund Education, he sees that it leaves room for improvement. At the Conference held in March between himself with other departmental officers and representative managers, the subject was discussed. The result, we are given to understand, was that the Educational Department is pledged to urge upon Local Boards the full carrying out of the grant-in-aid policy, and that these Boards are to be encouraged to transfer the schools now under their direct management to private managers as they may find it possible to do so, reserving only to their own control one model institution in each locality. The adoption of this policy is a wise step which will do more than many more showy proceedings for the spread of education in the Presidency. Existing schools will lose none of their efficiency; the relations between the Boards and managers will be improved; and the number of schools will be largely increased without any additional charge on public funds.

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In our Educational News will be found an account of the establishment in connexion with the Calcutta University of a valuable Fellowship or rather Lecturership, the holder of which is to give at least twelve lectures on Sanskrit or Vedantic literature during the two years of his tenure. The liberality of the donor is to be commended. The foundation is however not without elements which call for cautious administration.

It is desirable that in this land of many creeds, religious differences should be as far as possible forgotten in University matters. The foundation, like one accepted not long ago by the Madras University, is restricted to followers of one religion. This Calcutta Fellowship will need to be wisely administered if the danger, not merely of its being confined to one sect but of the lectures delivered under it provoking religious dissensions within the University, is to be avoided. It introduces us to a conflict of two great principles, the one practical, the other ideal, that our Universities are non-religious, and that our Universities should provide for instruction in every department of knowledge, especially in one so great and germane as the Vedanta. It will be difficult for any lecturer to separate the philosophy and the religious teaching of the Vedanta, though presumably it is the former alone that is to form the subject of the Fellow's lectures. But care on the part of both University and Fellow will probably save them from falling into the dangers we have referred to. Assuming that this care will be exercised, we rejoice over the foundation and shall watch its history with sympathy and hope.

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For a long time 'Ireland blocked the way' in British politics, but for the last two sessions education has almost monopolised the attention of Parliament. The abortive Education Bill of last year, the Act providing aid for denominational schools which occupied the first half of the present session, the Act extending similar assistance to necessitous Board Schools, which is now awaiting the Royal assent, are but signs of the revived interest in educational questions which according to all accounts prevails at present in the United Kingdom. Another Bill 'in preparation' deals with Secondary Education.

Revived Interest in Education.

A Vedantic Fellowship.

EMINENT EDUCATIONISTS IN INDIA.

III.—MR. J. VANSOMEREN POPE,

Director of Public Instruction, Burma.

Mr. Pope was born on January 3rd, 1850, in the historic town of Plymouth. His father was Dr. G. U. Pope, well-known in South India as S. P. G. missionary, educationist, and author of the most popular Tamil Grammar. It was at his father's school at Ootacamund that Mr. Pope received his early education. The opening of the Suez Canal put an end to this excellent school through the facilities which it afforded for communication with England. But in the days when Anglo-Indians kept their children at Hill schools until they were fifteen or sixteen years of age and only sent them to England to complete their education, a school like Dr. Pope's played no small part in English education in South India. Many of its pupils are to-day, as is well-known, occupying posts of influence in the administration of the Presidency. The training given was on the lines of an English public school, and Mr. Pope, like many of his school-fellows, traces his habits of punctuality and of hard-work, and his love of literature, classical and modern, to his life there. The Sunday evening Greek Testament classes and the Sunday services in the School Chapel were among the influences which have moulded his character.

At the age of eleven Mr. Pope passed the Madras Matriculation. Two years later he took the F. A. examination and was sent to England for further education. He was placed under the private tuition of Mr. Ebenezer Leth-

bridge, better known now as Sir Roper Lethbridge. When that gentleman came out to India, he went to a school at Plymouth, whence in 1868 he proceeded to Trinity Hall, Cambridge. A serious accident compelled him to give up thought of an Honours degree. Leaving Cambridge at the beginning of 1872, he obtained a situation as tutor to the two sons of Charles Buxton, M. P., and the Hon. C. Harbord, son of Lord Suffield, who was afterwards A. D. C. to three Indian Viceroy's. The younger of Mr. Buxton's sons was Mr. Sydney Buxton, who was selected by Mr. Gladstone to be Under Secretary for the Colonies in his last Ministry. On Mr. Charles Buxton's death, Mr. Pope came out to India as Head Assistant in the High School, Bangalore. Almost immediately he was called on to act, in succession, as Principal of this School and of the Rajah's High School, Mysore. He gave great attention to games and athletics at both places, and, claims that, by the establishment of Inter-School sports in Bangalore, he led the way in the school competitions now so common in India. Similarly he traces the 'Inter-School Rules' to the arrangements come to by himself and the authorities of the Bishop Cotton's, St. Andrew's, Wesleyan and London Mission Schools in Bangalore. [When he went to Dacca, he introduced the same rules there, where they attracted the attention of the Government of Bengal and thus came under

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JUNE 1897.



MR. J. VAN SOMEREN POPE,
Director of Public Instruction, Burma.

And it is even rumoured that the Education Department is to be entirely remodelled. Probably Britain really stands first still in the quality of its education, but it has become keenly alive to its deficiencies especially in those parts of its system in which it is inferior to Germany, and it is not likely to rest till they are removed. At the same time educational legislation is being pressed on in other countries. Perhaps there never was a time when public attention was more generally turned to this great subject. When every other civilised country is devoting an increasing proportion of its revenues to the object of the instruction of its inhabitants, it would be deplorable if our Indian Governments should curtail or even refuse to extend their subsidies to education. And in an age when in the West individuals are once more recognising that amongst the highest uses of wealth is the endowment of education, surely we may hope that the example of the Rockefellers and other immortalised benefactors of the race will be imitated in India.

The Mails of the last few weeks have brought us reports of the Teachers' Associations. Annual General Meetings or Conferences of the great Associations of Teachers in the United Kingdom. The first in order of time was the meeting of the Scottish Assistant Teachers' Association at Dundee. Then came the Conference at Swansea of the National Union of Teachers, and lastly the Teachers' Guild has held its annual assembly at Norwich. It is plain that these meetings are becoming more important and influential every year. The reports of work done, the increase in membership, the greater interest taken in their proceedings, the emulation for office in them,—all show how strong is the hold they have obtained upon the nation. Their success should encourage the teachers of this country in their endeavours after co-operation. The French Government refuses to allow such associations among teachers, but the English Government and British politicians have recognised that Teachers' Associations are a valuable auxiliary in the formation of sound educational policy. It is satisfactory to notice that the Government educational authorities in this country have from the first shown

their sympathy with such bodies as the Madras Teachers' Guild.

In our Educational Notes will be found an account of a petition, signed by Lords Kelvin and Lister and many other leading English scientists, in which the Indian Government is urged to establish in connexion with the Presidency College, Calcutta, a special laboratory for scientific experiment and research. With the general aim of this petition, one of the results of Dr. J. C. Bose's work, we are in thorough sympathy, believing, with the memorialists, that such an institution would not only add to the knowledge of the world but also contribute to the development of the material resources of India. Whether it should be specially attached to any existing College is perhaps open to discussion. But the promotion of research is an aim with which all may sympathise. The large sums spent upon the laboratories of the Madras Presidency College show that in this Province at any rate the Government realises the advantages to be gained by fostering scientific experiment. It is to be hoped that the day is not distant when its expenditure will be justified by results, and when the southern Presidency will show that the production of Indian scientists is not confined to Bengal.

The Queen's Diamond Jubilee is calling forth in other parts of her dominions a stream of enlightened generosity. Of this educational objects are receiving their share. It is pleasing to note that in Bengal more than one foundation worthy of the occasion will commemorate the Queen's long reign. Famine and plague naturally limit the possibility of similar action in many other provinces of India, but it will be a matter for regret if the year passes by without leaving in South India some permanent mark upon our educational system. Earlier in the year we spoke of various objects which seem to cry aloud to the liberal rich. It is unnecessary to again specify these or to mention others for which a single gift would suffice. There are objects for which an appeal to the combined liberality of the many would be necessary, but at present no one comes

forward to initiate the appeal. Of such objects an instance would be the creation of a Fund for the benefit of retired or disabled Teachers. We believe the Madras Teachers' Guild has under contemplation the establishment of such a fund, and trust that should it take it in hand it will meet with wide-spread support.

We would congratulate Babu Kali Charan University Mem. Banerji on his unopposed election to the Bengal Legislative Council as the representative of the Calcutta University. The Senate is to be congratulated on having in its midst a member so pre-eminently fitted to represent it. In Bombay and Madras there is nobody so obviously marked out for selection and in each case there are three candidates in the field. An ideal representative of a University, while he must be essentially the Member for Education, ought also like Pitt and Gladstone, representatives in their day of Cambridge and Oxford, to be able to bring into the discussion of all public questions those qualities of broad culture and unprejudiced enlightenment, and superiority to merely material interests for which a University stands. Such a combination is rare, and hence the difficulty which is found in deciding between different candidates, where no questions of policy separate them.

The failure of 1000 out of 1800 candidates in the recent Entrance Examination of the Punjab University seems to have provoked an agitation which, for India, may perhaps be called popular. We are not in a position to compare these figures with those of previous years for the same University, but to those acquainted with other Universities they will certainly seem ordinary enough. Any sudden and unauthorised raising of the standard of an examination is to be deprecated, but in general popular protests against the severity and 'heartlessness' of examiners are almost as puerile as the suggestion of a student that to commemorate the Diamond Jubilee all candidates in Indian University Examinations this year should be allowed to pass.

Of late there has been a tendency to sneer at culture and to insist upon technical instruction as all-important. That this tendency has gone too far would seem probable from the warning-note sounded lately by two of the best minds interested in education. From the English daily papers we reprint as an article in this issue the most suggestive address delivered by Professor Caird at the recent graduation ceremony at Glasgow, and in our Notes from *Contemporary Educational Periodicals* will be found an extract from a speech by Dr. Bryce before the College of Preceptors. Apart from the plea for a broad culture which both put forward, in their remarks on post-collegiate study and the choice of a profession they deal with subjects of the utmost importance to us in this country.

The recent death of the Maharajah of Vizianagaram removes a friend of education. In the freshness of his enlightened youth he deliberately set before himself the aim of promoting the spread of knowledge, and though perhaps the interest he felt in this object did not continue as keen as it was at first, he never abandoned his part as a patron of education. He maintained a College at Vizianagaram and several schools in Madras, and it is to be hoped that they will be in no wise affected by his death. His example set a standard to the Zemindars of the Presidency, and should serve for long to remind them of their obligation to foster knowledge among the people on their estates.

The list printed in our Educational News of the gentlemen just nominated to the Senate of the Bombay University appears to us a good one. In the Western Presidency, natives of the country play a relatively much larger part in education than they do in Madras, and this is recognised by the appointment of eleven native Fellows in a list of twenty-one. To many of our readers in the South the inclusion of the name of the Rev. E. T. Davies in the list will be of interest.

the notice of the Government of India]. In 1874, he was nominated Principal of the High School and Superintendent of English education in Baroda, but in 1876 he was transferred to the Bengal Educational Service and appointed Professor at the Presidency College, Calcutta. In December 1877, he was put in charge of the Dacca College, which, under his Principalship, developed rapidly. A neighbouring Nawab founded a Madrasah as a department of the College, and a Hindu Zemindar established in connexion with it the Raj Chandra Hostel, for which Mr. Pope claims the honour of leading the way in the Hostel movement which is now so popular. After six years of happy work at Dacca, Mr. Pope was appointed Inspector for Behar, his knowledge of Hindi and Urdu marking him out for this preferment. After five years in this post he went on two years' furlough to England, but after just one year was telegraphed to by the Government of India and appointed Director of Public Instruction of Burma. Hitherto the administration of the Director of Public Instruction had been confined to Lower Burma, but now Upper Burma also was brought under his department, and the importance and remuneration of the post were correspondingly raised. Before Mr. Pope lay a work of great difficulty. The introduction of education into Upper Burma was alone a sufficient task, but he found himself confronted in Lower Burma by the authority of the Educational Syndicate, a body, formed to protect managers, which had gathered into its hands the complete control of all matters educational in the Province. Mr. Pope was able, however, soon to come to an arrangement with this Syndicate, by which its relations to the department were defined and its powers regulated. Thus freed from

the trouble which had driven his predecessor to retire, he was able to bend all his energies to the promotion of education in his great Province. In Upper Burma he introduced a system of Itinerant Teachers which has proved effective and economical. In Lower Burma he raised the standard of education for the various grades, remodelled the Normal School at Moulmein, encouraged by large grants the establishment of similar Normal Schools by private managers, revised the Vernacular Text-books and re-organised the Service. The peculiarities of Burma led him to urge upon Government the establishment of a separate University for Burma, but this design has been for the present dismissed as premature. In view of the proposal to establish an Oriental Side to the Madras University, it is interesting to note that, after the failure of his University plan, he secured the sanction of Government for a scheme for the encouragement of the classical language of Burma, Pali. The great monastic establishments of Burma introduce an element into the quest which is absent in Madras. Favouring this element, the scheme has met with considerable success. In spite of many prospects of failure, the first examination was held June 1895 in Rangoon and Mandalay, in the midst of much enthusiasm. A considerable number of candidates, both monastic and lay, presented themselves—among them even women.

Professional education has also attracted attention from Mr. Pope. He has established an Engineering School, but has found funds are not forthcoming yet for the establishment of a Medical School. Teachers had a good friend in him, and the Technical Institute owes its existence largely to his care.

In the marvellous development of Burma which the last ten years have effected, no department has shared more largely than education. The country's progress in this respect must be ascribed in large measure to the industry, energy and fertility in ideas of Mr. Van Someren Pope.

PROVINCIAL STATISTICS.

The following figures, collected to illustrate the progress of education in Burma under the régime of Mr. Pope, whose career we have just sketched, will be interesting as showing the comparative position of the different

provinces of India as regards the diffusion of education.

	Area in Sq. Miles.	Population by census of 1891.
Bengal	151,543	71,346,987
Madras	141,189	35,630,440
Bombay	125,144	18,901,123
N. W. Provinces	107,503	46,905,085
Punjab	110,667	20,866,847
Central Provinces	86,501	10,784,294
Assam	49,004	5,476,833
Burma	171,430	7,605,560

Provinces.	Grand Total of Institutions.					Grand Total of Students.				
	1889-90.	1890-91.	1891-92.	1892-93.	1893-94.	1889-90.	1890-91.	1891-92.	1892-93.	1893-94.
Bengal	66,285	63,950	67,824	66,604	67,217	1,491,923	1,468,913	1,531,965	1,535,056	1,549,207
Madras	20,518	22,028	23,294	24,316	24,919	600,551	614,161	633,985	734,404	749,977
Bombay	11,716	11,877	12,272	12,607	12,752	591,627	629,478	634,438	646,382	666,034
N. W. Prov.	116,222	11,717	10,862	10,868	11,288	294,734	289,521	282,570	289,416	301,609
Punjab	10,474	9,640	9,408	9,244	9,326	257,175	245,713	260,227	251,099	261,425
Central Prov.	1,830	1,845	1,988	2,210	2,378	108,200	111,498	117,483	135,225	149,832
Assam	2,576	2,640	2,800	2,982	3,111	78,810	78,784	83,638	88,269	92,408
Burma	6,066	10,863	12,007	14,371	14,823	129,007	168,419	196,028	227,558	237,550

THE PRIVATE CANDIDATE AND THE F.A. EXAMINATION.

In the January number of the Review, there appeared a very excellent and exhaustive setting forth and showing the relative merits of keeping terms and not keeping terms, from the standpoint of the results of a course of years. The question is a difficult one to handle in view of the changes which the University has undergone latterly in the character and mode of its F.A. examinations. But, with the con-

clusions reached, I am quite sure every true friend of higher education must agree. There may be need in special cases and special subjects to relax the rules existing (or which have existed for a number of years), but there can be advanced no valid reason, why, all at once, on the cry of those who want liberty, the University should let down the bars and say to all:—Our Affiliated Colleges may be good in their way; but men must be taught self-help, and can get as much good from the pursuit of knowledge under self-direction as

under tried and trained teachers and specialists in the schools. This is about what the argument of some amounts to. But the article in question only deals with the B. A. examination.

There remains a much easier task, to show how the private student has fared in the F. A. The F. A. examination has never been under any rules of the kind referred to, as all managers know to their sorrow. Hence, the boys join a college, or do not, after they have finished the course and failed to pass. The result is that in a station in which the writer has conducted the F. A. examination for ten and more years, there has passed, *not one, or it may be only one*, private candidate. And this too let it be remembered when the private candidates numbered two-fifths of those who appeared.

But the case stands better for the Presidency, our friend of the private student maintains. Let us see. The most noteworthy feature is that from 20 per cent. to 25 per cent. of those who appear for the F. A. examination do so privately. The figures are as follows:—

Years.	From Schools.	Privately.
1890-91	1574	521
1891-92	1370	678
1892-93	1391	527
1893-94	1670	643
1894-95	1394	506
1895-96	1222	704

The ease, with which the doors of the University are opened by the private student, could not find a match in any land. The colleges stand by and see their boys have a 'try' at this happy feat! And they do what? They have done nothing these many years; though they are sure that some of their best boys are ruined by such a system of education, their

habits of study broken, and a consistent training made impossible.

This liberty to allow our Matriculated students to do as they please about keeping terms tells very deleteriously on the conduct and character of the student population, and affects very materially the character of the education for which our University stands.

But the paying of the system seems unfortunately the last argument resorted to by these friends of the student who are intent on lightening the conditions of our University. But we ask, does this system of allowing our F. A. students to keep or not keep terms after their second year pay? We answer by referring those who care to know facts to the following figures, which in this case tell a very plain tale. We have noted the large numbers who attend this middle examination privately. The actual figures as above show for six years 8,621 from our colleges, and 3,579 private. What has been the relative fate of these lads in the examinations, and what have our friends to say, who would like to remove all rules about keeping terms and let our boys do as they like? Why do we pass so low a per cent. in our F.A. examination? The answer is found in large part in the following statement:—

Years.	General Average Passed.	Passed from Colleges.	Passed Privately.
	PER CENT.	PER CENT.	PER CENT.
1890-91	32.5	30.4	20.3
1891-92	36.6	39.8	25.8
1892-93	41.2	44.8	27.1
1893-94	31.4	38.8	16.9
1894-95	33.6	36.8	18.6
1895-96	33.7	44.0	18.7
Total	34.8	39.1	21.2

There are certain conclusions which may

safely be drawn from these figures. They lie on the surface, and all thoughtful students must face them. That it does not *pay* to go in to this examination as a private candidate, is the first. It paid best in 1892-93 when 27 per cent. of private candidates passed as against 44 per cent. from the schools, but even then the pass was 14 per cent. below the average for the Presidency.

This, too, does not take into consideration the loose habits of study formed by these private students, who, as all teachers know and as the boys know themselves, work when, and as long as, they like, and often are inclined to trust more to Dame Fortune than to any consistent hard work.

But look carefully at these figures again. For six years a fair trial—the private candidate has had his way. He has taken the matter of education into his own hands for his F. A. course, and his success stands as 21 per cent. to 39 per cent. in favour of the teacher and the college, with its discipline, order, moral tone and method. Could you want a plainer case in favour of these poor (?) Affiliated Colleges, which have been misleading (?) young men for these many years? Will not parents and friends see from this where their interests lie? It is only an apparent saving of money, when the boy remains at home, and does not keep terms. His chances of passing, not to mention other and higher considerations, are just half as good as are those who keep terms and come under the guidance and help to the master. From a high educational standpoint, even were his chances the same, he would be the loser in training and discipline, which can only be secured in a well-managed school.

Who, then, is the real friend of the student we may ask? Are those men real and true

friends, who would reduce our University to a mere examining body and render our colleges the playthings of the student, who may or may not be under our rules and control, as fancy strikes? Certain it is, that a good case has been made out in favour of keeping terms, and they are the students' best friends who help to make stricter laws for their control and government during the time of pupilage.

L. B. W.

THE SOCIAL CONFERENCE AND EDUCATION.

The Madras Social Conference organised by the Hindu Social Reform Association held its annual meeting last month, and among the many subjects discussed not the least important was that of female education. The resolution on this subject, as at first put forward, while recognising that social customs stood in the way of the higher education of women in this country, maintained that only female teachers should be employed in girls' schools, and facilities in the way of escort and conveyance should be afforded to the pupils. Now seeing that the latter part of the proposal is purely a matter of private arrangement, and that the principle of employing female teachers in girls' schools is recognised everywhere by the managers of such schools, for women teachers, whenever suitable and efficient, are now, as a rule, preferred to men for employment in girls' schools, the resolution seems altogether superfluous; and no doubt it was the consciousness of this that led to the addendum that was put forward by way of amendment—"that a High School for Girls be established in Madras"—which helped to carry the original proposition through. What the members of the

Conference have in view is evidently a *high caste girls' school*. Now it almost goes without saying that the successful establishment and maintenance of such a school will not only be a step in the right direction, but a very great advance as a first step in the way of reform. It is to the education of the women of the community that we must look, as probably the only effective means of securing the objects that the advocates of Social Reform have before them. But it is one thing proposing a scheme, and another making it an accomplished fact. In many cases excellent proposals are made and carried by the members of the human race sitting in Committee or Conference, but they fall short of accomplishment for want of the necessary means. In the present instance, three things have to be considered—funds, efficient teachers, pupils. Our reformers, when they have made up their minds for action, will probably find no difficulty in regard to funds. We venture to believe that there are many enlightened native gentlemen of sufficient public spirit to come forward and richly endow an institution of the kind in contemplation. The staff again will create no difficulty. European and Eurasian women-teachers are now becoming plentiful, and some of them will, no doubt, be glad to qualify themselves for service in an Anglo-Vernacular High School, if sufficient inducement is offered. It is the want of pupils that will be the real obstacle. Social customs compel Brahmin parents to withdraw their girls from school when they have barely stepped on the threshold of a High School course. Scarcely is a girl out of her childhood when her mother begins to think of matrimonial arrangements for her. Then come journeyings hither and thither, and, after some trouble, the cheapest graduate or under-

graduate is bargained for, the preliminaries are settled, and the girl's school career is brought to an abrupt and permanent termination, in order that she, in a year or two, may enter, untrained and unprepared, on the rôle of wife and mother. Under these circumstances the establishment of a High School for Girls must be a matter of peculiar difficulty. We are not surprised therefore to find some of the leaders of the Hindu community abandoning all hope of organizing a proper system of High School education for their girls, and maintaining that at present at any rate the utmost that can be done is to advise and persuade our graduates and under-graduates to educate their young wives and sisters at home. Thus far, say they, can we go and no farther. To this home education are the practicabilities of the situation limited. But it is evident that in this case, where the amount of disposable time and energy left to the men and women after the performance of official and household duties is but small, education can only be conducted in a very irregular and haphazard fashion. Let us not abandon the idea of a well-conducted High School. If the unmarried girls of the community will not fill its classes, may we venture to hope that the necessary material may be obtained from the numerous child-widows that now lead dreary lives in Hindu homes? Possibly we shall be told that social custom opposes as many obstacles in their way as in that of the unmarried. But if the spirit of Social Reform has already advanced to the accomplishment of widow-marriages, we feel justified in thinking that in the matter of higher education the lines of least resistance point in the direction of the education of widows. It would surely be a righteous use of their young lives, doomed to life-long

widowhood, and an emancipation from the thralldom to which they are now subjected, to educate these girls, so that they may, either as teachers in schools or as private tutors in Hindu homes, advance the cause of knowledge and enlightenment among their otherwise inaccessible married and unmarried sisters. If the advocates of Social Reform then would turn their attention to measures that would tend to remove the barriers that stand now in the way of the education of widows, they would probably be bringing their efforts more within the range of practicability. At present they seem inclined to restrict their energies to the dissemination of reform literature. There is no doubt that much may be done in this way, and it is justified by historical precedent. We are told by historians that great revolutions have been preceded by the diffusion of revolutionary literature among the masses. Similarly it is hoped that reform pamphlets will bring higher ideals before the minds of the people than those by which they are now actuated, and will sow in them the seeds of reform, which will some day germinate and sprout into vigorous life. But the germination of seeds can only take place under favourable external conditions. Hence this indirect method of reform must be supplemented by something more direct, something more immediately connected with education. It is easy to see that the whole question of Social Reform hinges largely on that of education—especially of female education. We have often been told by young graduates enthusiastic in the cause of reform that they are utterly unable to do anything on account of the unpromising attitude taken up by the women of their household. Educate the women, then, we say, the girls, the future mothers of the

race, or failing these, the widows at least of the community, and in the wake of a successful education will follow the abolition of caste, of early marriage, of enforced widowhood, and of the various other features in Hindu home life that are now beginning to be regarded as factors that need elimination. Resolutions based on "the traditions of the elders" are of no avail, for the literalities of Shastraic interpretation are equally favourable to antagonistic views, nor is it of much use to resolve "that inter-communion between the members of sub-castes is highly desirable as it will facilitate all those reforms that are now retarded by the caste system, and pave the way for the ultimate abolition of caste." For such inter-communion, unaided by any deeper forces, will always consist of the interchange of *pan supari*, the drinking of tea and coffee and the pleasures of the card-table. And again the women will not inter-commune; or, if they do, it will be under the same restriction to the superficialities of convivial intercourse. Underneath, and in all essentials, the lives of the sub-castes will be as far apart as ever. Reform must come from within. It must be a process of natural evolution. A recent writer in the *Madras Mail* attributes the indifference of the people to Social Reform, to their social inertia, so to speak, to the fact of their being dominated by the spirit of fatalism. This may be true, but it is not against a mere passivity, a negation that we have to strive. There is positive resistance in the tenacity with which men and women stick to old practices. Custom lords it over us in our individual lives, and we find it hard to shake off in later life the habits of earlier years. Proportionately more difficult must it be to loosen the roots of the customs of a people where

"Time consecrates
And what is grey with age becomes religion.
Fixed to the people's pious nursery-faith."

The changes that we seek to bring about almost require a spiritual regeneration. The centres of gravity of the systems of thought and feeling that now dominate the people must be shifted. More liberal tones of thought, nobler currents of feeling must permeate the minds of the people to effect the regeneration we seek. And there is no more potent force to initiate these, to create what the Herbartian would call new apperceiving systems, than education rightly conducted and working on the plastic minds of the young. This alone can disintegrate the foundations of old prejudices and ancient customs: this alone can prepare the youthful mind for a proper appreciation of those lofty ideals of life which it is the aim of the reformers to inculcate and to see realised in the social life of the people.

MARCRS.

THE LATE PROFESSOR HUXLEY ON EDUCATION.

Among the services rendered to the world by the late Professor Huxley by no means the least was the contribution he made to the improvement of education. His addresses and writings on educational topics were so numerous that he himself was afraid he might be taken for a bore. In this country after only half a century of education on western lines considerable difference of opinion exists as to its fruitfulness. Our educational system is virtually a copy of that obtaining a generation ago in England, the evils of which Professor Huxley so constantly and so fearlessly exposed. While, however, considerable improvement has taken place in the methods of education in English schools and colleges, practically

no advance has been made here in India. Now that Indian educationists are beginning to realise that our present system has not worked satisfactorily and that great changes are necessary, it is hoped that a brief sketch of Huxley's views on the subject will not be unprofitable.

Huxley's strong sense of the duties of a citizen, his sympathy for the poor, and his firm conviction of the unprofitable system of education pursued in English schools and Universities induced him at an early period of his career to take an active part in giving a right turn to the crooked educational method in vogue. The wave of enthusiasm which followed the passing of Mr. Forster's celebrated Education Act carried a number of distinguished candidates to the polls, and Huxley was elected a member of the London School Board. But long before this the Professor had publicly given utterance to his deliberate conviction that the education given in schools and colleges was a sham, and that it was of little use as an instrument of culture or as a means of earning one's livelihood. Speaking of his own school days, he said that he had received the worst education possible.

To him education was the instruction of the intellect in the laws of Nature, under which name he included not merely things and their forces, but men and their ways, and the fashioning of the affections and of the will into an earnest and loving desire to move in harmony with those laws. Anything which professes to call itself education must be tried by this standard, and if it failed to stand the test, he would not call it education, whatever might be the force of authority, or of numbers, upon the other side. "That man," said he, "has had a liberal education who has been so trained in youth that his body is the ready servant of his will, and does with ease and pleasure all the work that, as a mechanism, it is capable of; whose intellect is a clear, cold, logic engine, with all its parts of equal strength, and in smooth working order;

ready, like a steam engine, to be turned to any kind of work, and spin the gossamers as well as forge the anchors of the mind; whose mind is stored with a knowledge of the great and fundamental truths of Nature and of the laws of her operations; one who, no stunted ascetic, is full of life and fire, but whose passions are trained to come to heel by a vigorous will, the soryant of a tender conscience; who has learned to love all beauty, whether of Nature or of art, to hate all vileness, and to respect others as himself."

Judging by this standard, Huxley found the education then imparted in schools and colleges to be useless.

Speaking of the work of the primary schools, of the time spent in them and of the cost involved, he said that one was tempted to think of Falstaff's bill and "the half-penny worth of bread to all that quantity of sack."

In the "higher schools," he found only a little more reading and writing of English. But for all that, he remarked, "every one knows that it is a rare thing to find a boy of the middle or upper class who can read aloud decently, or who can put his thoughts on paper in clear and grammatical (to say nothing of good or elegant) language. The 'ciphering' of the lower schools expands into elementary mathematics in the higher; into arithmetic, with a little algebra, a little Euclid. But I doubt if one boy in five hundred has ever heard the explanation of a rule of arithmetic or knows his Euclid otherwise than by rote."

The work of the Universities, Huxley valued still less. To him Universities should be places in which thought is free from all fetters; and in which all sources of knowledge, and all aids to learning should be accessible to all comers. "In an ideal university, * * * a man should be able to obtain instruction in all forms of knowledge and discipline in the use of all the methods by which knowledge is obtained. In

such a university, the force of living example should fire the student with a noble ambition to emulate the learning of learned men, and to follow in the footsteps of the explorers of new fields of knowledge. And the very air he breathes should be charged with that enthusiasm for truth, that fanaticism of veracity, which is a greater possession than much learning; a nobler gift than the power of increasing knowledge; by so much greater and nobler than these, as the moral nature of man is greater than the intellectual; for veracity is the heart of morality."

He was disgusted with the "uselessness" of the education given in the various schools and colleges. Speaking in 1868 of the student who spent twelve of the most precious years of his life in schools, he said:—

"There you shall toil, or be supposed to toil; but there you shall not learn one single thing of all those you will most want to know directly you leave school and enter upon the practical business of life. You will in all probability go into business, but you shall not know where, or how, any article of commerce is produced, or the difference between an export and an import, or the meaning of the word 'capital.' You will very likely settle in a colony, but you shall not know whether Tasmania is part of New South Wales, or *vice versa*."

"Very probably you may become a manufacturer, but you shall not be provided with the means of understanding the working of one of your own steam engines, or the nature of the products you employ; and when you are asked to buy a patent, you shall not have the slightest means of judging whether the inventor is an impostor who is contravening the elementary principles of science or a man who will make you as rich as Croesus."

"You will very likely get into the House of Commons. You will have to take your share in making laws which may prove a blessing or a curse to millions of men. But you shall not hear

one word respecting the political organisation of your country; the meaning of the controversy between free traders and protectionists shall never have been mentioned to you; you shall not so much as know that there are such things as economic laws."

"The mental power which will be of most importance in your daily life will be the power of seeing things as they are without regard to authority; and of drawing accurate general conclusions from particular facts. But at school and college you shall know of no source of truth but authority; nor exercise your reasoning faculty upon anything but deduction from that which is laid down by authority."

"You will have to weary your soul with work, and many a time eat your bread in sorrow and in bitterness, and you shall not have learned to take refuge in the great source of pleasure without alloy, the serene resting-place for worn human nature—the world of art."

Huxley seems to have had a great liking for the German Universities. The Universities of Germany, almost beneath notice a century ago, had become in his view the most intensely cultivated and the most productive intellectual corporations the world has ever seen, and why? Because the German Universities were really corporations of learned men, devoting their lives to the cultivation of science and the direction of academical education. They were not 'boarding-schools for youths,' nor clerical seminaries, but institutions for the higher culture of men in which the theological faculty was of no more importance, or prominence, than the rest; and which were truly Universities, since they strove to represent and embody the totality of human knowledge, and to find room for all forms of intellectual activity.

To turn to Huxley's views on scientific education. In all his writings and speeches he laid considerable stress on the importance of scientific training; for such a training brings the mind directly into contact with fact and practises

the mind in the completest form of induction, that is to say, in drawing conclusions from particular facts made known by immediate observation of nature. To him scientific training was indispensable for life. For what have we to do in everyday life? "Most of the business which demands our attention is matter of fact, which needs, in the first place, to be accurately observed or comprehended; in the second, to be interpreted by inductive and deductive reasonings, which are altogether similar in their nature to those employed in science." Huxley's view was that for scientific training to yield its most eminent results, it should be made practical, and what he meant by saying that it should be made practical is this:—"In explaining to a child the general phenomena of Nature, you must, as far as possible, give reality to your teaching by object-lessons: in teaching him botany, he must handle the plants and dissect the flowers for himself; in teaching him physics and chemistry, you must not be solicitous to fill him with information, but you must be careful that what he learns, he knows of his own knowledge. Don't be satisfied with telling him that a magnet attracts iron. Let him see that it does; let him feel the pull of the one upon the other for himself.... Pursue this discipline carefully and conscientiously, and you may make sure that, however scanty may be the measure of information which you have poured into the boy's mind, you have created an intellectual habit of priceless value in practical life."

It is a mistake to suppose that Huxley advocated an exclusively scientific training. He himself protested against such a view being taken. The fact is he sympathised with every branch of culture. He was fully conscious that an exclusively scientific training would bring about a mental twist as surely as an exclusively literary training. He warmly advocated the study of literature and history. Literature, he said, is the greatest of all sources of refined pleasure, and one of the great uses of a liberal education is to enable us to enjoy that pleasure. He was equally enthusiastic

about the study of History, "treated not as a succession of battles and dynasties; not as a series of biographies; not as evidence that Providence has always been on the side of either Whigs or Tories; but as the development of man in times past, and in other conditions than our own."

Before bringing to a close this brief sketch of Huxley's views on education, it may not be out of place to refer to his attitude on the vexed question of teaching the Bible in schools. As remarked at the beginning of this paper, Huxley was elected a member of the London School Board. His attitude there puzzled a good many because he advocated the retention of the Bible. Those who should have known him better thought he was "a hypocrite or simply a fool." But Huxley's meaning was that the mass of the people should not be deprived of the one great literature which was open to them, that they should not be shut out from the perception of its place in the whole past history of civilised mankind. He lamented the decay of Bible reading in this generation, while, at the same time, he advocated the more strongly its detachment from the glosses and theological inferences which have done irreparable injury to a literature whose value cannot be overrated. He knew it *au fond*, he was steeped in its phrases, and, in common with the best writers, he drew from its varied contents felicitous illustrations for the presentment of his ideas and the adornment of his words. More than this, his deep religious feeling kept him in sympathetic touch with the Bible. How could he be lacking in this who spoke of "that consciousness of the limitation of man, that sense of an open secret which he cannot penetrate, in which lies the essence of all religion," or who, in one of his attacks upon the "Sham pietism of the Positivists," protested against the idea that science had taught him nothing but negation? "I venture," he said, "to count it an improbable suggestion that any one who has graduated in all

the faculties of human relationships, who has taken his share in all the deep joys and deeper anxieties which cling about them, who has felt the burden of young lives entrusted to his care, and has stood alone with his dead before the abyss of the Eternal—has never had a thought beyond negative criticism."

G. A. NATESAN.

SOME ACCOUNT OF ABUL FAZL AND HIS GREAT WORK.

[A Lecture delivered before the Historical Association of the Madras Presidency College.]

Things have greatly changed since I studied Indian History at school. Then the study of Indian History stopped with the Matriculation course and it struck me that the study of the history was one of the most uninspiring sort. It could not be attributed to the bad teaching of the subject, for it was otherwise with English History which was as well or as ill taught. At any rate that was the impression left on a student who had no special dislike to any subject. Even now with comparatively greater familiarity with parts of Indian History, the partiality to English History has not worn off. And I believe I am not singular in my experience. What are the reasons for the different degrees of interest the two histories arouse in us? The most obvious is that English History is a history of successes, and Indian History is a history of failures. Again, the failures are of our own people and there is an instinctive repugnance to learn the details of such failures. We would fain like Shem and Japheth turn away our eyes from the pages where our fathers do not appear at their best. That is the reason I fancy why the Hindus have written no serious historical works and why the Mussulmans have written more histories. The actual present was never agreeable to the Hindu and he is at best telling of a glorious past and dreaming of a glorious future.

Again, there are no large principles at stake in the contests between different powers, no ennobling motives actuating the wars carried on by the several successive invaders of India. The contests looked at from this point of view evoke as little enthusiasm

as the wars of the Heptarchy roused in Milton who likened them to the wars of 'kites and crows.' Again English History has been written by such masters of style as Froude and Macaulay, and till within recent times no writer coming within any measurable distance of their excellence had thought it worth his while to treat of India. Another and a very important reason is that the outlines of the history generally accessible to us all, which alone we have to study for purposes of examination cover so large a portion, and are so bare of details, that we cannot attach any tangible associations to the multitude of names we come across. Such study is unsatisfactory and disappointing and leaves as vague impressions as a hurried journey in an express train leaves of the country we pass through.

Of the causes above mentioned as lessening our interest in the study of Indian History, some are easily removable, others not. The last mentioned drawback of the paucity of details in the treatment of the subject may be remedied by our own efforts. We can supplement by our own exertions this want of our school books and fill in by out-of-school reading or by post-graduate study the outline we learn at school.

My object on this occasion is to interest you in a writer whose name you are familiar with, and to give you some account of his great work. This work of his concerns a monarch in whom all of us—Hindu or Mussulman or English—feel interested. Every Hindu should cherish the memory of the monarch warmly because he was the first to recognise the injustice of exacting the Jazya, the first who cared not to "reap a revenue from the field of unbelief." The Mussulman, unless he is an orthodox Sanni of a rigid type, can be easily persuaded to follow the fortunes of the greatest Moslem ruler India had. To the Englishman, the career of the ruler who first conceived a feasible plan for reconciling the antagonistic bodies of Hindus and Mussulmans, the statesman who organized a system of Government on the main lines of which administration is carried on in India to-day, can never lack interest.

Before I proceed to give you an idea of the great work of Abul Fazl, it will not be out of place to give you some short account of the man himself.

Abul Fazl was born on the 14th January 1551, his elder brother Faizi being born four years earlier. The talents of the two brothers were evidently an inheritance from their father. Abul Fazl recognises the value of having a good parentage, and among the thirty-two blessings which he enumerates, the first consisted according to him in belonging to a noble family. Of his mother, says Abul Fazl: "What shall I write of her, the fragrance of chastity? She possessed all the noble qualities of men and always adorned her precious hours with good work. She united modesty with strength of character and her words were in accord with her deeds." His father Shaik Mubarak seems to have been a remarkable man and merits more than the

slight notice which is all that can be accorded him here. He was a great scholar of encyclopædic attainments. His thirst for knowledge led him to seek the company of learned men and he sat at the feet of such Mussalman saints as Khwajah Ahrar and preachers like Shaik Abul Fazl of Kazarun. After some wanderings as a disciple, he settled on the left bank of the Jumna opposite Agra near the Charbagh Villa (now known as Ram Bagh) which Babar had built. Here were born the famous sons Abul Faizi and Abul Fazl. When verging on fifty the scholar gave up his wanderings and not even the drought and the plague of 1556 could make him leave Agra. The profound scholarship of Mubarak attracted many disciples and there is no doubt that—as Mr. Blochmann says—it was his comprehensiveness that laid in both his famous sons the foundation of those liberal, cosmopolitan, somewhat anti-Islamic views which have earned for them such bad treatment at the hands of orthodox Mussalman writers.

I need not recall to you how the approaching completion of every particular cycle of years—of a century or of a millennium, causes a vague unrest among men's minds making them expect some important changes in the affairs of the world, either by an advent of a Prophet or a King heralding a new era of peace and prosperity or by way of an end being put to the world and its miseries as preparatory to the creation of a new heaven and a new earth. Plato's cycle of 25,000 years, bringing in a repetition of similar climatic conditions, &c., postulates too long a period for us to be sensibly affected. But serious fears that the world was approaching its end were entertained in the 10th century of the Christian era in Europe. The approaching completion of 5,000 years of the Kaliyuga is not without its fears for us. In the 10th century of the Hejirah, there were expectations roused among the followers of the Prophet of the early appearance of one of whom Mahomet had said: "The King of the world shall appear, who is a man of my family and whose name is the same as mine." As the first millennium of the Hejirah was nearing its conclusion, there were men here and there, who put forth claims to be the promised descendant of the Prophet. These were known as the Mahdis. In the 956th year of the Hejirah, i.e., in the year 1549, a Mahdi of great pretensions arose in Biana, S. W. of Agra. He was a Bengali Mussalman named Shaik Alai. Uniting in his own person the learning of a lawyer and the rigid austerity of a saint, he gathered numerous disciples around him. When a fervent and powerful preacher came and settled near Biana, Alai came under his influence, turned Fakir and began to preach. The effect of the preaching of both was that fathers separated themselves from their children, husbands from their wives, Shaik Alai outdid his teacher in influence and got rid of him at last by sending him to Mecca with a number of followers.

The fame of Shaik Alai reached at last the ears of Islam Shah then at Agra. Being sent for by the

Emperor, Alai came and though he behaved with the presumptuous insolence of a favourite of heaven towards a mere terrestrial sovereign, he contrived to please Islam Shah by his readiness of eloquence. He became very popular among the nobles. As the party of orthodox learning headed by Abdullah of Sultanpur was opposed to these Mahdist principles, the success of Shaik Alai was gall and wormwood to them.

About this time Shaik Mubarak had become one of the disciples of the new movement and thus drew upon himself the displeasure of the orthodox party. It strained all its nerve to put down the Mahdist movement, as one of the professed objects of the Mahdists was to break up the party of the learned at Court and the Mahdist success meant therefore ruin to Abdullah and his friends. They then got rid of Shaik Alai and his teacher who had returned from his Mecca trip. Exultant from the triumph over the Mahdi leaders, the Court Ulemas next turned to persecute the Mahdist disciples. Shaik Mubarak was too prominent to escape persecution. But he wisely fled from Agra and took refuge in Guzerat. There he succeeded in winning the favour of Khan-i-Azam Mirzah Khokah, Akbar's foster-brother, and, on his intercession, Shaik Mubarak was allowed to return.

Meanwhile Abul Fazl had grown up, pursuing his studies under the direction of his learned father. The bitter persecutions his father underwent at the hands of the Ulemas, and the display of animosities because of differences in religion had produced lasting impression on his young mind. Sweet were the uses of adversity in Mubarak's family. Abul Fazl now realized in a way he could never have done how iniquitous it is to persecute your neighbour because he thinks on points of religion otherwise than as you think. The school of misfortune taught him toleration, a trait of character which won for him Akbar's friendship in later years.

Before fifteen he had studied all the sciences based on reason and tradition. Here is an incident to show how thorough and critical the nature of his study was. "In my early days of study, the gloss of Isfahani, more than half of which had been eaten by white ants, came under my observation. The public being in despair at profiting by it, I removed the parts that had been eaten and joined blank paper to the rest. In the serene hours of morning, with a little reflection, I discovered the beginnings and endings of each fragment and conjecturally penned a draught text which I transcribed on the paper. In the meanwhile, the entire work was discovered, and, when both were compared, in two or three places only were there found differences of words, though synonymous in meaning; and in three or four others, differing citations but approximations in sense." At this, as Abul Fazl complacently adds, "all were astounded." He was such an ardent student that he desired to lead a life of seclusion and

solitary study. "The more my will was engaged, the more my mind was illumined.*** With a parade of much learning, the intoxication of youth effervescing, the skirts of pretension spread wide, and the world-displaying cup of wisdom in my hand, the ringings of delirium began to sound in my ears, and suggested a total withdrawal from the world. "The advice of my father with difficulty kept me back from outbreaks of folly; my mind had no rest, and my heart felt itself drawn to the sages of Mongolia or to the hermits on Lebanon; I longed for interviews with the lamas of Tibet or with the Padres of Portugal, and I would gladly sit with the priests of the Parsis!"†

Fortunately for India and fortunately for himself all these dreams of his were not to be realized. His brother Abul Faizi had achieved literary fame as a poet at twenty, and in spite of a rebuff at the hands of the Courtier Shaik Abdunnabi, he was kindly noticed by Akbar. When the Emperor first noticed his poems, he was busy besieging Chitur, and he sent an invitation to Fazl to visit him in his camp. The enemies of Mubarak saw in this summons only the approaching doom of the Mahdist heretic, and urged on the Governor of Agra to take prompt measures to secure the victim. Mubarak's house was surrounded by troops and as Faizi was absent from home, the father was ill-treated, and when Faizi returned he was taken by force to Chitur. Faizi went trembling to Akbar who agreeably surprised him by a kind reception, and Faizi then learnt how blind his enemies were to the reality of the situation.

The friendship with Akbar which Faizi began under such auspices continued to grow in strength, and it paved the way for Abul Fazl's advancement. He was presented to Akbar in the beginning of the year 1574 when he was 22 years old. The reception was so favourable that he gave up all idea of leading a life of learned seclusion. "The wise prince regnant called me to mind and drew me from my obscurity."§ "Happy am I now that I have found in my sovereign a guide to the world of action and a comforter in lonely retirement. In him meet my longing after faith and my desire to do my appointed work in the world. As I had no wordly treasures to lay at the feet of his majesty, I wrote a commentary to the Ayat-ul-Kuran (256th verse of the 2nd Chapter of the Koran) and presented it when the Emperor was at Agra. I was favourably received, and his majesty graciously accepted my offering."||

When Akbar returns from his expedition to Bengal, Abul Fazl meets him again at Fathpur Sikri, where he presents a commentary on the opening of a chapter in the Koran entitled *Snrat ul Fath*, 'the Chapter of Victory.'

It was a sight tormenting to the orthodox Sunni party headed by Abdullah of Sultanpur and Shaik Abdunnabi to look on the advancement of such men

as Abul Faizi and his brother, who were suspected of views no way friendly to orthodoxy. Makhdum-ul-Mulk, as Abdullah is generally known, had early recognized the dangerous character of Abul Fazl. According to Badaoni, when he first saw Abul Fazl, he said to his disciples with a prophetic insight into his character, "What religious mischief is there of which that man is not capable?" Abul Fazl was soon to show that the fears entertained of him were not misplaced.

Akbar had seen early with the insight of a statesman that if the sway of the Mogul were not to be as ephemeral as those of the preceding dynasties, it should be broad-based on the sympathies between the Governor and the governed, and on the unification of their interests. And as the major portion of the subject population were Hindus, a policy of conciliation and toleration should be pursued with respect to them. How sadly a change of policy was needed a quotation given by Eliot and Dowson will suffice to show. "When the Collector of the Diwan asks the Hindus to pay the tax, they should pay it with all humility and submission. And if the Collector wishes to spit into their mouths, they should open their mouths without the slightest fear of contamination, so that the Collector may do so. The object of such humiliation and spitting into their mouths is to prove the obedience of infidel subjects under protection, and to promote the glory of Islam, the true religion, and to show contempt for false religions." And this in the reign of such a comparatively good monarch as Feruzshah. Akbar had early seen the unlovely side of the character of the learned at his court and had become disgusted at their 'Pharaoh-like pride.' But when he found that a strict following out of the religious principles, raised to the dignity of legal axioms, worked destruction of the Shi'ahs and other heretics, he wanted to satisfy himself of the truth of these principles and instituted discussions on these subjects on Thursday evenings. As a result of these discussions, the unity of the learned on many matters speedily disappeared. When arguments failed the disputants, they resorted to abuse, and even in the Emperor's presence, the commonest rules of etiquette, not to speak of the amenities of debate, were forgotten. Akbar found that to be once in doubt was not to be resolved at once on the point raised in the light of such discussions. The discussions made matters worse than before. Makhdum-ul-Mulk disagreed with Abdunnabi and wrote a spiteful pamphlet against him. The latter retorted by calling Makhdum a fool and cursing him.

Abul Fazl who, it may be supposed, relished this unedifying spectacle of rival disputants wrangling in this fashion skilfully led them on from point to point till they were led to discuss the question as to whether the king was not the spiritual as well as the temporal head of the state. Both Abul Fazl and Akbar agreed as to the union of the two powers in one, as Cromwell and Henry VIII were agreed when there was a like question agitating the English mind about 45 years earlier. The parallel

between the Indian Emperor and the English King holds with regard to one other point. If we are to believe Gray it was love that taught Henry wisdom and 'Gospel light first dawned from Bullen's eyes.' In the case of Akbar, woman or rather women were at the bottom of the affair. In p. 174 of Blochmann's translation is the following quotation from Badaoni. "Another night Qazi Yakub, Shaikh Abul Fazl, Haji Ibrahim and a few others were invited to meet his Majesty in the house near Anupatalao Tank. Shaikh Abul Fazl had been selected as the opponent, and laid before the Emperor several traditions regarding Mutah marriages, which his father Shaikh Mubarak had collected, and the discussion commenced. His Majesty then asked me (Badaoni), what my opinion was on this subject. I said "The conclusion which must be drawn from so many contradictory traditions and sectarian customs, is this:—Imam Malik and the Shi'ahs are unanimous in looking upon Mutah marriages as legal; Imam Shafi and the great Imam (Hanifah) look upon Mutah marriages as illegal. But should at any time a Qazi of the Maliki sect decide that Mutah is legal, it is legal, according to the common belief, even for Shafis and Hanafis. Every other opinion on the subject is idle talk." This pleased His Majesty very much. The Emperor then said, "I herewith appoint the Maiiki Qazi Husain Arab as the Qazi before whom I lay this case concerning my wives, and you, Yakub, are from to-day suspended." This was immediately obeyed, and Qazi Hasan on the spot gave a decree which made Mutah marriages legal." Thus Akbar gained his point and Henry his, with this difference that the first wanted to have some marriages recognized as valid, and the second wanted to have a marriage recognized as invalid.

Now to return from this digression, Akbar and Abul Fazl gained their point. "The intellect of the just king" was recognized as the only source of legislation, and the whole body of the learned and the lawyers acceded to Akbar's claims to supremacy in religious matters. They all signed a document in which the Emperor was certified to be a just ruler, and was as such assigned the rank of 'Mujtahid,' i.e., an infallible authority in all matters relating to Islam. This document which, according to Blochmann, stands unique in the whole Church history of Islam brought about the following results. "(1) The court became the gathering place of the sages and learned of all creeds; the good doctrines of all religious systems were recognized, and their defects were not allowed to obscure their good features, (2) perfect toleration was established, and (3) the perverse and evil-minded were covered with shame on seeing the disinterested motives of his Majesty, and thus stood in the pillory of disgrace." If it is the boast of Englishmen that even their Magna Charta did not grant them any absolutely new privileges, that it was only declaratory of the rights they were entitled to from time immemorial, may it not be permitted to us to boast that the Queen's Proclamation of 1858 is merely a

* Blochmann's Translation, Vol. III., p. 445.

† Vol. I., p. xii.

§ Vol. III., p. 445.

|| Vol. I., p. xii.

second and improved edition of this earlier document?

A few weeks after the document was signed, i.e., September 1579, Abdunnabi and Makhdum-ul-Mulk went to Mecca, a milder form of the martyrdom which More and Fisher underwent for conscience sake. Abul Fazl betrays no unseemly exultation on the banishment of these men. This strengthened the tie between Akbar and Abul Fazl, and blushing honours came thick upon the family. Faizi was appointed tutor to Prince Murad and subsequently made Poet-Laureate—an appointment more congenial to his tastes than the earlier one of Sadr of Agra, Kalpi and Kaliyan. Abul Fazl was in the beginning of 1585 promoted to the post of a commander of one thousand horse, and made Diwan of Delhi next year. In 1589 he lost his mother and was consoled by Akbar with the thought that "but for such bereavements our hearts would never turn to God; that no one lives long in the caravanserai of the world and the afflicted do well to accept consolation."

Meanwhile religious changes advanced rapidly. The Divine Faith, the 'Din-i-Ilahi,' was founded, the chief tenets being belief in one God and in Akbar as his vicegerent on earth. In place of the Islamite prayers, a new species of worship, part Hindu, part Parsi, was established. The Mussulman grandees looked on with pained amazement at these innovations, more affected by the elevation of the Hindu courtiers than by the changes in religion. They had curses not loud but deep for Abul Fazl as the mischief-maker. They suggested the sending of Abul Fazl to the Dekhan hoping by some blunder or mismanagement of affairs he would get into discredit with the sovereign. Prince Selim (Jahangir of our history) charged him with double dealing. Once entering Abul Fazl's house, he found forty writers busy copying the Koran. Ordering them to the presence of the Emperor, he showed him the copies and said "What Abul Fazl teaches me is different from what he practises in his house." This incident is said to have caused a slight coolness between Akbar and Abul Fazl. If it were true, Akbar must have possessed less discernment than we might credit him with not to have seen that there was nothing extraordinary in a student like Abul Fazl, devoting his time to philosophical disquisitions on the Koran, the doctrines of which he had outgrown. Possibly enough we may recognise here the work of the venomous tongue of slander.

It was now that there were translations made from Sanskrit into Hindi or Persian and historical and scientific compilations made under Akbar's auspices. Abul Fazl translated the Kalilah and Damanah under the title of Ayar Danish from Arabic and Persian. This is—as we learn from Alberuni—the Persian or Arabic version of Panchatantra—the names Kalilah, Damanah, standing evidently for Karadaka and Damanaka—the foxes which figure in the first Tantra. Abul Fazl bore a part in the translation of the Mahabharat and in the composition of the History of the Millennium—an account of the Mah-

dist movement. Faizi, his brother, translated the Mathematical work—Lilavati—so named to perpetuate the memory of Bhaskara's daughter, as readers of Longfellow's Kavanagh may remember.

In the beginning of 1592 Abul Fazl became Duhazari, commander of two thousand horse. His father, Shaik Mubarak, died at Lahore on the 4th September of the following year. He had lived to the age of ninety and left behind him a gigantic commentary on the Koran. In his earlier years he seemed to have been of austere simple habits like the Puritans: "My venerable father," says the son, "after the manner of his saintly ancestors, preserved an exact decorum and indulged not in the hearing of songs nor the vanity of silk attire, and did not approve of the ecstasies of music and dance affected by the Sufis." Though in earlier life he was very rigid, later on he seems to have become tolerant towards music. He was so enamoured of music, says Badaoni, that he could not exist without listening to some voice or melody. In wisdom, piety and trust in God, Badaoni admits, he stood high among the people of his time. Two years later Abul Fazl had another bereavement in the loss of his brother Faizi. He felt profoundly his loss, as appears from passages here and there in the Ain-i-Akbari. He makes mention of him among the commanders of four hundred (i. 490) and later on among the poets (543). He collected with loving care his brother's poems and edited them in 1597.

About this time Abul Fazl was promoted to a commandership of two thousand and five hundred horse. His *Magnum Opus*, the Ain-i-Akbari, he completed in the same year when he edited his brother's poems.

Next year, i.e., in the 43rd year of Akbar's reign, Abul Fazl went for the first time into active service. Matters had been considerably mismanaged in the Dekhan through the neglect of Prince Murad and the treachery of the Commander-in-Chief. The arrival of Abul Fazl was like the breath of wholesome air in a noisome atmosphere. The novice in action had much uphill work to do. He put his foot down on corruption as far as it was possible for him to do so. The death of the Prince Murad created the greatest confusion in the imperial army. By his energy and decision, Abul Fazl arranged everything, humoured the officers and tactfully secured their co-operation. Thus aided he was able to conquer and occupy all the country except Nassik which was too far to the west. But he captured the places near Nassik like Baitafah, Taltum and Satonda, and arranged with Chand Bibi for the exchange of Ahmednagar for Jami.

Akbar, now gone to Ujjain, sent for Abul Fazl. Prince Danyal taking his place, Abul Fazl left the camp and met the Emperor at Khargon, near Bijahgarh. He had a gracious reception, and was promoted to a command of four thousand. The imperial army now marched on Asir and thanks to Abul Fazl's energetic occupation of the Malai, a fort of great strategic importance, Asir was taken. Prince Danyal having meanwhile taken Ahmednagar now joined his father. There were fresh disturbances

in the Dekhan and Abul Fazl had great trouble in putting down the rebel, Raja Manna, as the Commander-in-Chief did not heartily co-operate with him.

Prince Selim had as early as the siege of Asir rebelled against his father, and in spite of a reconciliation again showed signs of rebellion. The best officers of Akbar were suspected of favouring Selim, and Akbar could depend on nobody except Abul Fazl. So he recalled him from the Dekhan. Abul Fazl put his son Abdurrahman in charge of his corps and set out with a few men for Agra. Selim thought this an excellent opportunity to get rid of Abul and found in Rajah Bir Singh, a Bundela chief, a willing tool. The chief lay in wait for Abul Fazl at Narwar. Though he was warned of the danger at Ujjain, Abul Fazl said that thieves and robbers had no power to stop him on his way to the Court. On the 12th August 1602, about 6½ Kos from Narwar, he came in sight of Bir Singh's men. Though advised to take another route or to retreat, he made light of the danger and resolved to fight his way through the enemy. After some fight, he was overpowered by numbers, and, pierced by the lance of a trooper, fell down dead. Bir Singh cut off the head of Abul Fazl and sent it to Selim in Bahabad, who had it thrown into an "unworthy place." This heartless Absalom seems to have felt no remorse in having slain the "noble friend, faithful counsellor" of his father.

Akbar grieved deeply for the death of Abul Fazl. For several days he would see no one, and on learning how Abul Fazl met his death exclaimed, "If Selim wished to be Emperor, he might have killed me and spared Abul Fazl," and recited the verse:—

"My Shaikh in his zeal hastened to meet me.
He wished to kiss my feet and gave up his life."

Abul Fazl never accepted a title. He seems to have been a kind master. Abuse, stoppages of wages, fines, absence on the part of servants were things unknown in his household. Once appointed, the servant was safe; for the master would never willingly dismiss any, lest he should be accused of want of penetration in making such a bad choice. Annually he took stock of the things of the household, and, keeping an inventory of the things, would burn the last year's books.

He seems to have been a good eater consuming as much as 22 seers of food. Physically as well as mentally he seems to have been among the sons of Anak.

In religion, Abul Fazl was thought to be an infidel, according to some a Hindu, a fire-worshipper, or a free-thinker according to others. But he seems to have been an eclectic in religion, and claimed for himself a position above the law of the Prophet. He worshipped in a temple, neither Pagod, Mosque or Church open-doored to every breath from heaven.

The greatest work of Abul Fazl is Akbar Namah which literally means 'the book of Akbar.' The first volume treats of the fortunes of the descendants of Timur so far as they interest Indian readers,

of the reigns of Baber, of the Sur Kings and of Humayun. The second volume dwells in detail on the events of the first forty-six years of Akbar's reign, i.e., down to 1602—the year of Abul Fazl's assassination by Bir Singh. The third and the last volume is the famous Ain-i-Akbar known at least by name to every Indian school boy. And it is about this last part of Akbar Namah I desire to give you some account.

Ain means mode of governing and Ain-i-Akbari may be pretty correctly stated to be the Administration Report and Statistical return of Akbar's Government about the year 1590. Though the information is not strictly historical, it is indispensable for correctly understanding the times. "The first of its five books" says Blochmann "treats of Akbar's household and court and of the Emperor himself, the soul of every department, who looks upon the performance of his duties as an act of divine worship, and who enters into the details of Government, in order to create a harmonious whole." "The second book treats of the servants of the throne, the military and civil services and the attendants at courts, whose literary genius or musical skill receives a lustre from the encouragement of the Emperor, and who in their turn reflect a brilliant light upon the Government." The third book treats of the judicial and executive departments, of the establishment of a new era, of the survey of land, and of the rent-roll of the Finance Minister Todar Mull. The fourth book is full of interesting information, treating of the social condition and literary activity of the Hindus who formed the bulk of the population. The last chapters are on the foreign invaders of India, on distinguished travellers and on Mahomedan saints, and the sects they belonged to. The fifth book may be called Akbarana, containing as it does a collection of the sayings of Akbar.

Thus it will be seen the contents of the book are of the most varied sort, and any attempt at a summary of the book is impossible. So I shall content myself with calling your attention to some of the most striking parts of the Ain.

The most superficial observer will notice the extraordinary activity of the Emperor himself. He seems to personally interest himself in all things from the feeding of camels to the establishment of a new religion. Such concentration of power and responsibility would seem a characteristic of all despotic governments. Philip II was the most laborious drudge in the Escorial according to Motley, and in the France of the *Ancien Régime*, not a single bell could be bought for a remote provincial Church without the sanction of the central authority at Paris, if we are to believe De Tocqueville. With Akbar, such devotion to the work of administration was an act of religious worship. As he claimed for himself peculiar light from on high as God's vicegerent here, he made himself the guide of the people in all matters religious and temporal. Hence the importance of the manner in which the King spent his time. Ain 72 of Vol. i. is exclusively about this.

"Though thousands of important matters occupy, at one and the same time, his attention," says Abul Fazl who is too much of a courtier for modern tastes, "they do not stir up the rubbish of confusion in the temple of his mind, nor do they allow the dust of dismay to settle on the vigour of his mental powers or the habitual earnestness with which his Majesty contemplates the charms of God's world." "Knowing the value of a life-time, he never wastes his time nor does he omit any necessary duty, so that in the light of his upright intentions, every action of his life may be considered as an adoration of God."

Akbar's week days were thus distributed: Horses were inspected on Sundays; Camels, Cows and Mules, on Mondays; the Soldiers on Tuesdays; on Wednesdays his Majesty transacted matters of finance; on Thursdays all judicial matters were settled; Fridays his Majesty spent in the Harem; on Saturdays the Elephants were mustered.

Where so much has to be done by the sovereign, admittance to his presence means much more than the modern ceremonial *Levé*. The subjects utilized such occasions for making personal representation to the sovereign for redress of grievances. "Admittance to the ruler of the land" says, Abul Fazl, "is for the success of his Government, what irrigation is for a flower-bed; it is the field, on which the hopes of the nation ripen into fruit." He granted interviews to his people twice every day. First after performing his morning devotions, he was visible to people of all ranks without molestation from the mace-bearers. This was the *Darsan* and had a half-religious significance, as Akbar was according to the new faith the vicegerent of God on earth. Again he was to be seen in the state hall after the first watch of the day. But this assembly is sometimes towards the close of day or at night. He then transacted business or dispensed justice, received reports from various officers and gave the necessary directions about them.

At night Akbar used to have philosophers and learned men admitted to the audience hall and direct and take part in discussions. It may be at this time that he listened to books on various subjects read by different readers; and rewarded them with presents of cash according to the number of pages read. "Among books of renown, there are none not read in his Majesty's assembly hall; and there are no historical facts of the past ages or curiosities of science or interesting points of philosophy with which his Majesty, a leader of impartial sages, is unacquainted."

In the early morning the Emperor used to have musicians to entertain him with songs and religious strains.

Akbar had versatile tastes, was devoted to such manly sports as the chase of tigers, leopards, wild buffaloes and other animals dear to the shikari, delighted in *Chaugan*—a kind of polo—was keenly interested in indoor games like cards, invented a game of *Chandal Mandal*, was an amateur gun-smith,

suggested various improvements in saddlery, patronised musicians and painters. Abul Fazl would see even in Akbar's interest in games, which may be accounted for as naturally as any ordinary human being's interest in such things, farseeing, subtle never for a moment forgot his heavy responsibilities and never stepped down from the high pedestal he occupied. Such an attitudinizer in court costume of stiff brocade is a less attractive figure to us than the monarch who felt his openness with the common people, who realised that though his affections were higher mounted than the people's, yet when they stooped they stooped with the like wing.

Having thus attempted to give you some idea of how Akbar spent his time, so far as can be gathered from the *Ain-i-Akbari*, I shall next invite your attention to the Revenue Settlement of Todar Mull.

The question of Revenue Settlement is one of great interest to us Indians, as most of us own lands, and if some of us do not, we hope for a day when we can call a narrow plot of ground our own. Are the pieces of lands we buy with our hard-earned savings our own, or are we only tenants or *kudis* as the new pattas given to the Tanjore Mirasidars say, or have we unknown to ourselves a sleeping partner in the concern when we make an investment in land? These are burning questions of the day too disquieting perhaps to be brought forward to your notice. But I hope some of the keen interest we all feel in the question of Revenue Settlement may be reflected on the earlier settlement of Indian History. The proverbial one-sixth share of the Hindu king is a little higher than what was promised to Manu, the first king, as a *solutum* when he complained of the sinful responsibilities of sovereignty. This one-sixth, says Mr. Baden Powell, corresponded only to the charges of the sovereign's privy purse and does not afford any basis of comparison with the modern systems of revenue collection. It would seem this was often exceeded: Dr. Burnell, whom Mr. Srinivasa Raghava Aiyangar quotes, says: "The inscriptions at Tanjore show that the indigenous Chola kings of the 11th century took about half the produce, and F. W. Ellis long ago asserted on other grounds, that the tax was always more than the sixth or the fourth admitted by the Sanskrit lawyers." If the native kings whipped the people with whips in the matter of grinding for revenue, you may easily believe the Mussalman would whip them with scorpions. What principles guided the Mussalman before Akbar's time in the matter of revenue assessment will be seen from the following: "Alla-udin-Khilji is described as conversing with a learned Qazi. 'From what description of Hindus is it lawful to exact obedience and tribute.'" The Qazi replies 'Imam Hanif says that the Jaziya or as heavy a tribute as they can bear may be imposed, instead of death, on the infidels, and it is commanded that the Jaziya and the Khiraj be exacted to the uttermost farthing in order that the punishment may approach as near as possible to death.' 'You may perceive' replied the king, 'that without read-

ing learned books, I am in the habit of putting in practice that which has been enjoined by the Prophet.'

For the purposes of revenue collection, the inhabitants of a country were divisible into 'milli' or peaceful, 'zimmi' or subdued infidels, and 'harbi' or those in arms against the Moslem. The follower of the Prophet will see the reasonableness of the greatest rigour being exercised against the last, and the proportionate abatement of it according to less degrees of contumacious spirit. 'When the Imam conquers the country by force of arms, he imposes the Khiraj on their lands and Jaziya on their heads.' The Khiraj was equal to the whole of the surplus produce after deducting the cost of production.

It was a great boon to the Hindus who were ground down by uncertain, constantly increasing oppressive revenue assessment to have a definite scheme of revenue which took account of varieties of soil, of favourable and unfavourable seasons, and which left as little discretion as possible to the individual revenue official's 'own sweet will.' Such a scheme we owe to the beneficent efforts of Akbar's Finance Minister Todar Mull.

For purposes of revenue, the empire, i.e., Hindustan was divided into twelve *Subahs*, Bengal, Behar, Oudh, Orissa, &c.; these again into *Sarkars* which latter were divided into *Parganahs*, splitting into many *Dasturs*.

The most important revenue officer was the Amin, who supervised the village collections of his districts and assessed lands according to principles of settlement laid down by the sovereign. He used to receive 58 dams each day (nearly a rupee and a half) provided in spring he did not measure less than 200, or in autumn less than 250 bhisas. Akbar cut down the pay to a dam for each *bhiga*.

Ain v. of Vol. II. describes the ideal 'Collector of Revenue.' He should be a friend of the agriculturist. Zeal and truthfulness should be his rule of conduct. He should consider himself the representative of the lord paramount and station himself where every one may have easy access to him without the intervention of a mediator. He should deal with the contumacious and the dishonest by admonition, and if this avail not, proceed to chastisement, nor should he be in apprehension of the land falling waste. In this style proceeds Abul Fazl Imbafashion, till you are tempted to interrupt him like Rasselas, "Enough you have convinced me that nobody can be a Collector."

Then there was the Kanungo whom Mr. Baden Powell calls the District Account Registrar: the Bitikehi who took from the Kanungo the average decennial state of the village revenues in money and kind, and having made himself acquainted with the customs and regulations of the district, was to satisfy the Collector in this regard and lend him his utmost assistance and attention, and other officers about whom, for fuller information, I have to refer you to the Ain.

Before commuting the grain-payment into money-payment, Akbar, gave sufficient trial to the older system. The grain-payment was made in several ways: First, Kankat or grain estimate "in which the whole land is taken either by actual mensuration or by pacing it, and the standing crops estimated in the balance of inspection." Secondly, Batai or Bhaoli in which crops are reaped and stacked and divided by agreement in the presence of the parties. Thirdly, Khatbatai when they divide the fields after they sown. Fourthly, Langbatai, where after cutting the grain, they form it in as many heaps as there are shares, and the Government takes what share it pleases.

In 1571 the survey was commenced, and it was extended to Bengal in 1582.

The standard measure of length was *Ilahi Gaz* about 33 in. long. Other standard measures were the tanab or chain equal to 60 Gaz, and *Bhiga* = 3600 sq. Gaz nearly 3025 sq. yds. Land was classified into. (i) *Polaj*, i.e., land which is annually cultivated for each crop in succession and is never allowed to lie fallow, (ii) *Parauti*—land left out of cultivation for a time that it may recover its strength, (iii) *Chachar*, i.e., land that has lain fallow for three or four years, and (iv) *Banjar*—land uncultivated for five years and more.

To prevent a possible injustice to the people through the assessment being made on the calculation formed from too favourable a year, an average was taken of the harvests of 19 years—corresponding with a cycle of the moon during which period the seasons are supposed to undergo a complete revolution—and of this average, a third was reckoned the king's share.

Again we learn from the 15th Ain of ii Vol., that Akbar made a ten years' settlement by which the people were made contented, and their gratitude was abundantly manifested.

Ain 21 of Vol. i tells us that each District had its store-house for supplying state animals with food. The stores were at the same time beneficial for the people: for, from them, poor cultivators used to receive grain for sowing purposes or for food at famine times.

Akbar's regulations about marriage and education showed his solicitude for the welfare of the people. He abhorred marriages between man and woman before the age of puberty. He discountenanced marriages between near relatives and disapproved of high dowries. He encouraged widow-marriage among the Hindus, and, though he could not altogether suppress the practice of sati, he insisted on the widow's willing consent for the immolation, and in one particular case gave a timely rescue to a Rajput Princess who was being forced by the priests to sacrifice herself.

Akbar wanted to minimise the time spent on the mere learning of the alphabet. He insisted on as much as possible being done by the pupil for himself, the teacher only assisting him a little. According to the new system advocated by Akbar, boys

learnt in a month what they learnt before according to the old system in a year.

A brief reference to one other subject treated of in the Book, and I shall have done. Allusion has already been made to the Divine Faith—the new religion founded by Akbar—in the account before given of Abul Fazl's Life. The Emperor seems to have early risen above the supercilious insolence of sectaries who arrogated to themselves a monopoly of truth and who charitably consigned all others to the outer darkness of hell. A contemporary of the English Queen who lighted the Smithfield fires and her greater sister who passed the Acts of Supremacy and Uniformity, he recognized that the Truth was not of this or of that particular creed; and that God fulfils himself in many ways. He kept his mind open and diligently pursued religious inquiries. 'A large number of learned men of all denominations,' says Badaoni, a prejudiced witness, 'came from various countries to court and received personal interviews. Night and day people did nothing but inquire.... His Majesty collected the opinions of every one, especially of such as were not Muhammadans, retaining whatever he approved of, and rejecting everything which was against his wishes. From his earliest childhood to his manhood, and from his manhood to his old age, his Majesty passed through the most varied phases, and through all sorts of religious practices and sectarian beliefs, and has selected everything which people can find in his books with a talent of selection peculiar to him.... As the result of all the influences which were brought to bear on his Majesty, there grew, gradually as the outline on a stone, the conviction in his heart that there were sensible men in all religions, and abstemious thinkers, and men endowed with miraculous powers, among all nations. If some true knowledge was thus everywhere to be found, why should truth be confined to one religion or to a creed like the Islam, which was comparatively new, and scarcely a thousand years old.'

Brahmans like Pazukhotham and Debi were pulled up the wall of the castle, sitting on a *Gharpai*, to a balcony where the Emperor used to sleep, and thus suspended instructed the eager inquirer in the mysteries of Hindu religion. Shaik Tajaddin, a Sufi of pantheistic leanings, also influenced Akbar, and is recognised by Badaoni as one of the principal culprits who misled the Emperor. Heretic Mussalmans and Portuguese Padres were listened to with respect by Akbar. As the result of it all was the new religion founded by Akbar recognizing the unity of God and the Emperor as his representative below. In 1580, Akbar assumed the spiritual leadership of the nation. These were the verses which were read on the day he assumed the character of spiritual leader:

The Lord has given me the empire,
And a wise heart, and a strong arm,
He has guided me in righteousness and justice,
And has removed from my thought everything
but justice.

His praise surpasses man's understanding,
Great is his power, Allahi Akbar!

There are portions of the *Ain-i-Akbar* which I have to leave untouched. The third volume of the book gives an account of the various systems of Hindu Philosophy—though in a fashion less scholarly and accurate than the account given earlier by Alberuni. Again there are the sayings of Akbar which deserve more than a passing notice. But an exhaustive summary of the different subjects mentioned in the *Ain* would require more time than I have been able to spare and more patience than the best disposed audience may be presumed to have.

One word about the great work and the position it occupies as a memorial of the times. The style is full of hyperbolic fustian not agreeable to the tastes of those trained in the severe simplicity of the best classical writers. Elphinstone is not disposed to yield high praise to Abul Fazl, and rates him considerably lower than chroniclers like Froissart of Europe. 'His annals' says the continuator of Mr. Blochmann's work 'have none of the pregnant meaning and point that in a few masterly strokes, exalt or brand a name to all time, and flash the actors of his drama across the living page in scenes that dwell for ever in the memory.' Still the same writer recognises the importance of the work 'as a unique compilation of the system of administration and control throughout the various departments of Government in a great empire, faithfully and minutely recorded in their smallest detail, with such an array of facts illustrative of its extent, resources, condition, population, industry and wealth as the abundant material supplied from official sources could furnish.'

Whatever the merits of Abul Fazl as a historian, it is praise enough that he led Akbar to see that

There is light in all,
And light, with more or less of shade in all
Man-modes of worship;

that he was associated with the Emperor in the perfecting of the large Catholic creed, so that Akbar could have said with truth—

While thou art one with me,
I seem no longer like a lonely man
In the king's garden, gathering here and there
From each fair plant the blossom choicest grown,
To wreath a crown not only for the king,
But in due time for every Mussulman,
Brahmin, and Buddhist, Christian and Parsee,
Through all the warring world of Hindustan;

and that he helped Akbar in building the sacred fane which albeit temporarily destroyed, 'an alien race' is now restoring,

Fitting stone to stone again, and Truth
Peace, Love and Justice came and dwelt therein,
Nor in the field without were seen or heard
Fires of utter, nor wail of baby-wife
Or Indian widow.

Is the prophecy to be fulfilled?

K. B. RAWANATHAN.

A PLEA FOR GENERAL EDUCATION.

[An address delivered by Professor Caird, on the occasion of the recent graduation ceremony of the University of Glasgow.]

I have more than once on similar occasions adverted to a problem which is one of the most important, as it is one of the most difficult, in the science of education—viz., how to limit the range of study without producing intellectual narrowness—how to contract the field of thought without contracting the mind of the thinker. Limitation, in the first sense, we must have, if only from the vast and ever-increasing extent of the field of knowledge, and the more and more definite specialisation of its various departments. Selection on the part of the individual student is inevitable, and the plausible solution which occurs to many minds is that, seeing he cannot attempt to know everything, he should be guided in what he selects or omits by his individual aptitudes and by that which those aptitudes should determine—the special calling or career in life to which he is destined. The time has been when the notion of universal knowledge, the attempt to gain something more than a superficial acquaintance with the various departments of human thought was not so absurd as now it seems to be. When books were few and life more leisurely, when the vast domain of physical science had scarcely begun to be explored, and even its principles and methods were not understood; when the sciences of philology and of historical criticism were yet in their infancy; when political economy, sociology and kindred sciences had not yet begun to be; it was possible, at least for some minds, to grapple not unsuccessfully with almost all the main subjects of human thought, and to become conversant with every important work in the whole range of literature. But we have fallen on other and different times. In our day it is impossible, not merely for the average student but for even those of the greatest ability and application, to advance far in

the work of acquiring knowledge without discovering that limitation and condensation are the conditions of success. Encyclopaedic knowledge can now be only another name for shallowness and superficiality. To attain the highest proficiency in any one branch of literature or science—or a fairly accurate acquaintance with two or three—the most ambitious student must be content to be comparatively ignorant of everything else, and to look on whole departments of thought and research as for him practically proscribed. To a certain extent we must all be either specialists or amateurs; we must make our choice between real and accurate, but limited, knowledge and mere dilettantism. Since, then, limitation is inevitable, on what principle shall we proceed in determining what is to be excluded and what retained? The answer which to many seems to be beyond dispute is that the direction and limitation of our studies should from the very outset be determined by the use we are to make of them in our future life. If we cannot learn everything, should we not, in what we do learn, have regard mainly, if not exclusively, to the account to which our acquisitions can be turned in the particular calling or profession to which we are destined? For most of us the exigencies of life are too pressing, the period of education too brief, to indulge in high-flown schemes of general culture. The result, aimed at in our case cannot be merely to weave out of the raw material of mind the best possible specimen of educated intelligence that can be extracted from it, but to produce what would yield robust service in a particular line of work, make us capable men of business, clever, well-informed and successful lawyers, doctors, divines. And this principle, it would be said, is becoming more and more recognised in our scheme of University education, in which, not only do professional studies occupy a large and increasing space, but by the introduction of new subjects into the non-professional or arts curriculum, a wider option in accordance with individual apti-

tudes and the future vocation of the student has been introduced. But, though there is no doubt a measure of truth in this popular and common-sense solution of the problem, there are one or two things to be considered before we adopt it as a complete and adequate solution. Education cannot be mainly guided by professional aims, because, in the first place, education is needed to guide us in the selection of a profession, to enable us to know what our special calling or profession is; in the second place, to protect us against the narrowing influence of all, even the so-called liberal professions; and in the third place, to fit us for important social duties which lie outside of every man's professional work. A man's education cannot be determined altogether by regard to his future calling, seeing that it is one end of a good education to enable a man to find out what his true vocation is. Though it is often determined by accident, the selection of one's calling in life is at once one of the most important and one of the most difficult decisions which a man can form. Perhaps the fair portion of my auditory will forgive me for saying that it is a choice as critical as that which determines a certain very close relationship in life; and I do not know whether it is not often made with as little reflection in the one case as in the other, and whether the consequences of a wrong choice are not as fatal and sometimes as irremediable. Our usefulness, success, and happiness in life depend unquestionably not a little on the measure in which we are in harmony with our place and work in the world. How then, the question arises, shall we find out what that place and work is? For one thing this, I think it will be obvious, is a question, the right answer to which implies a measure of judgment, forethought, reflection, and a range of information and intellectual experience, such as pre-suppose and are the best results of a liberal education. We do not come into the world each ticketed off by any outward mark for our special destination. There may, perhaps, be some minds of such

marked individuality as to betray itself at a very early period of life, there may be even infant prodigies, in whom the future poet or artist, the coming orator or statesman can be discerned ere he has well left the nursery. But I fear that such forecastings are in general due only to partial or parental observations, or to the biographer's tendency to read back the success of subsequent life into the incidents of childhood. To an impartial observer, so far as mental characteristics go, all babies are very much alike. The inarticulate vocal manifestations of the future poet or musician are no more melodious than those of his tuneless brother. The incipient divine or philosopher does not foreshadow his career in a premature air of thoughtful gravity impressed on his countenance. Even when we come to the stage at which education begins—a few rare instances of precocity excepted—individual aptitude is only very slightly discernible. It is not till a later, in the case of some of the best minds a much later, period—viz., when the schoolboy stage is past, and that of student life has considerably advanced—that a youth can be said to be possessed of the materials by which the choice of a career can be wisely determined; in other words, of that knowledge of the various branches of human thought, and that experimental knowledge of himself and of the direction and limits of his powers by which he becomes capable of such a decision as to his future destiny. And so in the process of education there is room for an intermediate or transition stage between schoolboy discipline and strictly professional culture. There are many minds in which the intellectual instincts and aptitudes are slow to betray themselves, and whether the latent genius be for letters or art or science, or the industrial arts, or practical life or politics, it has been only after the rugged propædætic of school discipline has been long left behind, and the wonder and delight of the world of thought has become a growing experience, and the free play of their powers under the discipline of a general,

many-sided culture has begun to be felt, that they have come to discern where in the wide field of human activity lies their special vocation. Another reason, I have said, why in education we should not have regard exclusively or mainly to the student's future calling or profession is that it is one great aim of education to protect us from the narrowing influence of all, even of the so-called liberal professions. I must pass by this point, however, with only a single remark. The division of labour, as has been often pointed out, is subject to this drawback, that it tends to sacrifice the full development of the individual to the exigencies of society. Professional or technical excellence would seem to be incompatible with symmetry and width of culture. It often leads not merely to imperfect but also to unequal or one-sided development. This is most obvious in the case of manual or mechanical callings. Each trade or craft exercises constantly one member or faculty or class of faculties, leaving the others comparatively inactive—runs the whole physical energy into one limb or organ, and so distends it to exaggerated dimensions, whilst the others are proportionately dwarfed or enfeebled. And the same is in a measure true of intellectual work. It is the tendency of each of the various professions to call into play a limited class of mental activities, to dam up the spiritual force that is in a man into a particular channel, and so leave the non-professional regions of his nature comparatively dry and barren. Not only are most men apt to form an exaggerated estimate of the importance of that which is their daily occupation, but they get the stamp of the shop impressed upon them, and carry their technical views and principles of judgment about with them wherever they go. There are many men one meets in society whose only alternative is to be technical or dull, to be dumb or learnedly loquacious. The narrowing tendency in question shows itself by engendering in the mind a host of class prejudices, by indisposing it for wide,

impartial, tolerant views; by depriving it of flexibility and the capacity to look at things from the point of view of other minds and the wider one of reason itself; finally, by breeding in us a professional selfishness—a tendency to view all measures and plans of improvement, not by their bearing on the general welfare, but on the interests of a class, so that the first question is, not—Is this opinion true, is this political or ecclesiastical reform just, will it redress some crying wrong, hinder or help the national weal? but—Will it promote or hinder the dignity, power, and wealth of the order to which I belong? Is our craft in danger and the shrine of the great goddess Diana, whom all Asia and the world worship? I shall not prosecute this part of our subject any further, but enough, I think, has been said to show the importance of a general as distinguished from a special and professional training. As the pettiness of mind incident to life in a small circle is best corrected by foreign travel, so the remedy for intellectual narrowness is to be free of the wide world of thought. Converse with many cities and men disabuses the mind of the parochial standard of judgment. So the best cure for intellectual narrowness is the capacity to escape from the confined atmosphere of class or craft into the wide domain of letters, of science, of philosophy, of art. The physician or lawyer who is a classical scholar, or at any rate conversant with the treasures of either ancient or modern literature, capable of finding purest enjoyment over the pages of its poets, historians, philosophers, is not likely to sink into a professional hack. The divine who is also a man of scientific or scholarly tastes is at least not likely to settle into the vulgar zealot, absorbing his soul in the petty politics of a sect or regarding its standards of orthodoxy as pillars round which the universe revolves. Be it yours, in this ancient home of learning, to seek after that preservative from narrowness which its studies afford. One of the most precious characteristics of such institutions as this is what

I may venture to designate the *unworldliness* of the spirit which pervades them. It is surely no little gain for society that at the impressible stage of transition between boyhood and manhood young men should be made to breathe for a term of years an intellectual atmosphere other and purer than that which but too often pervades the world on which they are about to enter—that they should for a time be members of a society in which the scramble for material gain, the fierce and often vulgarising competition for worldly preferment, are as yet things unknown. To say this implies no highflown, sentimental disparagement of the aims and ambitions that play so large a part in the world, and lend movement, activity, and interest to the drama of life. But it is not to the love of money, or the love of social advancement, or even mainly to the love of honour and reputation, that we here appeal. There is a passion purer, loftier, and in those who are capable of its inspiration more intense than any of these—the love of truth, the passion for knowledge and intellectual attainment for its own sake; and it is our glory and boast that it is this which constitutes the distinctive characteristic, the very breath and life of such places as this. Poor and vain would be the result of the years you have passed in this place of study if, beyond the hope of future success in the world, beyond all ulterior aims and ambitions, there has not been awakened in you some breath of the genuine student's ardour, some sense of the worth and joy of intellectual effort for its own sake. If you have learned here, apart from the use of your studies as a preparation for your work in the world, to know with appreciative sympathy something of what the world's greatest minds have thought or its sweetest poets have sung, or of what in ancient or modern times its greatest workers have done for the progress of the race; or if there has been put into your hands the key by which science unlocks the secrets of nature, so that a treasure of mental resource will all through your future life be open to you; still more, if

you have gained or begun to gain here the precious possession of disciplined faculties, of a trained intelligence, strength of judgment, refinement of taste and habits of application and self-command—then, be your future career what it may—obscure, unrewarded, unknown to fame, or brilliant and successful as the most sanguine imagination can picture it—not in vain for you will these eventful years have passed. For you will have got from them that which in all the future will furnish you with an escape from the pettiness and narrowness, the vulgarising and wearing anxieties that beset most of us amidst our daily work; that will provide you with new uses for wealth and property if they come to you, and on the other hand, next to religion, will prove the truest consolation of adversity and disappointment, of worldly care and sorrow.

OUR UNIVERSITY CORRESPONDENT.

CAMBRIDGE, May 1897.

We had long known that Cambridge University was poor, but the exact character and limits of its poverty had been unknown to us. Now, however, there can be no excuse for such ignorance; for a paper, has been issued, bearing the imprimatur of the Chancellor himself, and sent to the Members of the University, telling us all that we can wish to know upon the subject, and certainly asking us to do more than we wish to do to remedy the evil. This sheet tells us that the income of the University is, in round figures, only sixty-two thousand pounds. Of this sum thirty thousand is absorbed in maintenance of buildings, repairs, rates, wages of servants, and similar expenses. Thus there remain only thirty-two thousand pounds for the special work of a University, i.e., for the stipends of Professors, Readers, University Lecturers, and the like. The result is that such educational officers do not number more than a hundred and twenty—a number totally inadequate to the requirements of the time, and growing yearly more so.

Towards this sixty thousand per annum, fees (for matriculations, examinations and degrees) contribute forty thousand. This fund, however, is very uncertain, especially as there is a growing disinclination to take the higher degrees on the part of men who have no special inducement to do so. There is also a kind of income-tax on the Colleges, which amounts to sixteen thousand pounds. The trifling remainder is all that is due to endowments. The Duke, therefore, in prefixing his name to this statement, asks that endowments may be increased.

This paper has been variously received. The majority of journals have spoken of it with that invincible ignorance which external persons always show, confounding the University with the Colleges. They point to the extravagance of the college dinners, the pampered Deans, the combination wines. These may be facts; but they are beside the point. The one thing to be observed is that the University is poor; that the endowment with which it is free to do what it pleases brings in an annual income of exactly £844 a year; and that every year some new necessity arises with which it has no money to deal. Nevertheless, among undergraduates, there has been some soreness that Alma Mater should be posing as a 'necessitous school,' and sending the hat round in this barefaced manner. This conduct is contrasted with the dignified reticence of Oxford. On the other hand, it is pointed out that we have always been ahead of Oxford in reform; that we set the way and she follows; and that the 'dignified reticence' of Oxford is simply due to the fact that her Chancellor, Lord Salisbury, is in the south of France for his health, and that every moment his doctors permit him to devote to work has to be devoted to the affairs of Europe. Meanwhile, if this letter of mine should fall into the hands of some millionaire who does not know what to do with his money, let him be assured that contributions will be thankfully received either by the un-

dignified University of Cambridge or by the reticent University of Oxford.

The adjourned debate on Women's Degrees will be resumed in a few days. As may easily be imagined, the rival parties have not been idle during the Easter vacation. What Dr. Maitland called the 'pestilential flysheet' has indeed been flying; and persons with a genius for quotation have been reminding us of the leaves that strow the brooks in Vallombrosa. But at last a new Richmond has come into the field. The undergraduate is angry that he, to whom the settlement of the question is of more importance than to anyone else, should not have been consulted. Accordingly he has determined to make himself heard. A postcard has been sent to all Members of the University *in statu pupillari* urging them to sign a memorial expressing their conviction that 'the giving of Titles of Degrees to Women would prove injurious to the position and efficiency of this University as a University for Men.' The Committee that has charge of this memorial is a formidable one, it contains eleven 'Blues' and one International Football player! Yet the memorial may lose weight from this very circumstance; for it is well-known that there are scores of men who will sign anything in the world, even their own death-warrant, if a Blue has only signed it before them. The counter-memorial—for of course there is a counter-memorial—which is nothing but the above-mentioned memorial with a 'not' in capitals at a critical point, has I believe only one Blue to back it: but it has several men, already distinguished in the schools. On the whole, however, the vast majority of the 'Members of the University *in statu pupillari*' will be against any concession to the women. But these members have no vote, and the question will probably be decided by the 'country parsons.' This class of persons, who have hitherto done so much to vote down reforms, will now in all probability be on the side of advance. So many

of the daughters of clergymen and professional men are engaged in teaching, that for obvious reasons the fathers will be bound to support their claims. Much will also be done by the direct statement, *in writing*, by Miss Clough and Miss Jex-Blake, that the giving of titles will remove the chief incentive to further agitation. There has been some talk of holding a meeting at the Union, to which all the University would be admitted, for the purpose of testing the feeling of the younger generation on this question. A similar course was taken in the past, when a discussion arose as to enlarging the sacred order of 'Blues;' and the procedure had beneficial results.

I might have told you last month of the serious illness of one of our best known Cambridge Musicians, Dr. Garrett, Organist of St. John's as well as for the University. Dr. Garrett was, I believe, engaged at Madras thirty years ago; but he had long been so closely associated with Cambridge that it is hard to realise the place without him. He bore a remarkably close personal resemblance to Liszt, and there was about him the indefinable attractiveness and look of intellectual benevolence which was so apparent in the German Musician. As a writer of Church music he was unrivalled in his generation; it has been said that wherever the English Cathedral Service is sung throughout the world, Garrett's music is in use. Even in Tamil one of his settings has been sung. Yet he was a singularly retiring man. He took no prominent part in any of the Musical Associations of Cambridge, and stood quite by himself among the Organists of the University. Yet on occasion he spoke, both in public and in private, with extraordinary force and ability; and some of his sayings are already classical. He had strong opinions, and he expressed them strongly. We have lost a unique figure. He was a year younger than Brahms, and died six days after him.

The regulations for the Oxford University

examination in Education were published at the end of last term. This examination has three branches:—(1) the elements of Psychology in relation to Education; (2) the History of Education, including the life and work of teachers, and educational systems; (3) practical knowledge of educational method. As the London Journal of Education points out with approval, as much as possible has been done to avoid 'cram.' The examination in the History of Education prescribes a particular period for the first examination, viz., 'Education in Europe from 1600 to 1720.' This period will have to be thoroughly studied; a course far better than compelling students to cram up a summary of Educational History from B.C. 4004 to A.D. 1897. We shall await with some eagerness the results of this experiment.

OUR LONDON LETTER.

LONDON, May 1897.

In the severe dearth of general news this month, I cannot perhaps do better than devote my letter to a brief review of the Annual Conference of the Teachers' Guild, recently held at Norwich; for as this society includes teachers of all classes, who have no common bond of interest except the fact that they are teachers, its meetings are purely educational.

The President for the year is Mr. J. Stuart, late Professor of Mechanics at Cambridge, and M. P. for a poor district in London, and well-known as one of the founders of the University Extension movement. In his address, which was unpretentious but clear and useful, he dwelt on the necessity of making all teaching educative, that is, instrumental in training and developing the mental powers or faculties. He admitted that where the struggle for life is so keen, the school must afford a preparation for that struggle, and to this part of its business the rest will necessarily give way. This preparation, in response to the demands of parents and

the desire of teachers to meet these demands, tends, it is supposed, to a system of instruction, as distinguished from training, to the mere imparting and acquisition of facts. One might instance Commercial French and German—the knowledge of phrases and forms used in commerce, and the knack of putting together a business letter; or the study of short-hand or type-writing. But it would be difficult to prove that it is the parent who makes the demand for other 'cram' subjects than these, and short-hand is the only one of these much asked for. The fact that other subjects are taught, and 'crammed,' is indisputable: Geography, History, Literature, Scripture are, to say the least, frequently, if not generally, crammed; they are not taught in such a way as would bring them under the term education. Professor Stuart seemed to put this kind of thing down to 'demand' on the part of parents. It is not parents, it is teachers and University authorities and examiners who are responsible for this. Examiners invite it; and teachers, desirous of excelling and of beating one another in the open public examinations, make their boys take as many subjects as possible; so that careful, thorough study being out of the question, cramming naturally follows. So far from parents here encouraging this, they are opposed to it; but they are helpless. They must, in the case of all except private schools, accept the school course as it stands. The ambitious headmaster carries the day.

Professor Stuart urged that, as this outside demand must be met (supposed), the home interest and the boy's interest should be utilised by the ingenuity of the teacher in getting the maximum educative result out of whatsoever subjects he had to teach. In fact he held that the choice of subjects did not matter much: all subjects could be made educative by a capable teacher. Probably this is true, in varying degrees. But to be made educative is to be used as a means of training, of practising and exercising the mind; and as this takes a longer time than to merely absorb

a few facts as set before one, as time is precious, and as facts 'pay' in examinations better than sound habits of reasoning, — in many subjects —, the more remunerative course is followed, and the boy is sacrificed to a horrid, unnatural system of cram—sanctified by the ancient Universities! In fact, schools are conducted here, not for education at all as the main and guiding principle, but as examination agencies. Subjects are chosen and time apportioned all with a view to getting certain work done for examinations. The one indisputable and infallible test of a teacher or school is success in these examinations. How he gets his results, whether his pupils are acquiring valuable habits of work and sound ways of thinking,—this is never investigated by the great examining bodies, the Universities. The Science and Art Department, however, has just begun a system of combined inspection and examination in Secondary schools; and the Education Department, which always inspected the Primary schools, often dispenses with the examination altogether now. That is to say, they are content to leave the result, provided the method of the teaching be satisfactory.

Though Professor Stuart was indulgent to the faults of teachers, he made some good points—the relief of the overworked pupil by relegating examinations to their subordinate place, in dependence on the teaching; the relief to the teacher who cannot sink all his best efforts for the young who look up to him to the mean end of enabling them to pass a certain test on a given day; while his illustrations of the advantage of using simple home-made apparatus in teaching science were perfect. He contended that elaborate apparatus, apart from its costliness, obscures and detracts from the simple laws or principles to be illustrated.

For Professor Stuart's ideas of education one can conceive only praise. How the relief he longs for can be obtained while the Universities practically control secondary education is not clear; for even they compete with one another

like rival traders. Instead of loading and guiding they pander to whatever demand is strongly made upon them. This was recently seen in the institution of the Preliminary Local—for children under fourteen. In the Junior Local examinations boys of 14 to 16 take as many as 17 subjects or branches of subjects! Seven or eight of these lend themselves to cram. The result is obvious. Would it not conduce to more thorough work and less hurry and cram if, say only, 12 were taken? The Universities do not guide in the matter: they follow, and follow slavishly.

The other papers contained nothing of particular interest.

GERMAN LETTER.

Georg Ebers, the well-known novelist and great "Aegyptolog," has celebrated his sixtieth birthday amongst his friends and relatives. He was born in Berlin on the first of March 1837, passed through the Gymnasium of Kottbus and Quedlinburg, and went to the University of Göttingen in order to study law. But not being satisfied with his subject, he soon turned to "the study of Egypt," being supported by the celebrated philologist, Jacob Grimm, who introduced the young student to Lepsius and Heinrich Brugsch, both well-known scholars of "Egypt." Ebers' first work was the "Aegyptische Königstochter," a novel which established his fame. In 1862 Ebers obtained the title of Doctor, and after having published his book "Egypt and the five books of Moses" he became Professor at the University of Jena. In 1869, he went for the first time to the land of the Pharaohs, where he remained about a year and a half. On his return to Germany, he became Professor at Leipzig, where he lectured on Egyptian History and on the manners and customs of the ancient Egyptians. In 1872, he went again to Egypt, discovered in Thebes several inscriptions of historical importance, and found a "Papyrus"

named after him, which informs us about the medical science of the ancient Egyptians. It is said to originate from the second century B.C. Altogether, he has written about seventeen great novels and several books of purely literary character. He is especially happy in the delineation of the characters of his heroines, and his language is noble and pure.

On the 6th of March, the change of the rectorship at the University of Kiel took place in the presence of all the students and a great number of visitors. After a businesslike speech, the rector, Professor Dr. Schlossmann, announced the results of the competition for the "Schassisch-Prize."

The theological faculty had given the following subject: The song of Deborah (Judges, Chap. 5) to be translated and treated according to its literal and historical worth. Two papers had been sent in. The one with the motto: "est etiam nascendi, &c.," the other with the motto: "in magnis voluisse, &c.," and the faculty said, that both authors had treated the subjects in a most scholar-like way, showing great philological training, and as both deserved the prize, they were going to divide it.

The faculty of law gave two papers:—

First.—"The emperors' share in the imperial legislation."

Secondly.—The judicial meaning of the "Wechselprotest" (protest of bills).

The best paper was sent in under the motto: "Fortiter in re, suaviter in modo."

The medical faculty gave the following subject:—

"The development of the form of the human pelvis from the birth, to the close of growth." The prize-winner had sent in his paper under the motto "Alle Glieder bilden sich aus nach ewigen Gesetzen" (all limbs develop according to everlasting laws).

The philosophical faculty gave the following subjects:—

(a) Abū Yūsuf's "book on taxes," is to be translated according to the Bulak edition and with regard to the Berlin manuscripts. A list of technical terms is to be added.

(b) Nitrogen-metals are to be examined with regard to the results of the periodical system."

After this, Professor Dr. Schlossmann handed over the "insignia" to the new rector, Professor Dr. Krummel.

Professor Sombart at the University of Breslau had been unanimously elected by the philosophical faculty of the University of Freiburg, successor of Prof. Weber, who has been called to the University of Heidelberg, but the "Ministerium" of Baden has withheld its sanction on account of the Professor's social and political tendencies. The "University Paper" says: If this had happened in Prussia it would not have caused much astonishment, but in Liberal Baden this refusal is very strange indeed, especially as the Professor in his latest book "Socialism and social movements in the 19th century," refrains from giving vent to his own political ideas.

The list of summer lectures at the University of Leipzig has been published. I mention amongst others: *Katzel* on: Introduction to Political and Commercial Geography and England's Position and Universal Policy; *Lamprecht*: The development of culture in Germany according to Tacitus; "Germania;" *Marcks*: History of North America; *v. Bahder*: The Poems of Hans Sachs; *Buhl*: Social affairs of the Israelites; *Brieger*: Luther's Christianity, &c.

The library of the late Chemist, Prof. August Kekulé von Stradonitz, which contains above 18,000 volumes, has been bought by Friedrich Bayer and Co., Manufacturers at Elberfeld.

Professor Busolt at Kiel has been called to the University of Göttingen. The well-known historian has been lecturing at Kiel for more than seventeen years

On the 22nd of February a sad event took place at the University of Breslau. In a duel between two students, one of the combatants slipped and fell on to the sword of his opponent. He was killed on the spot, the sword touching his heart. He was only 19 years old. His unhappy opponent went at once to the rector and gave himself up to the authorities.

OUR BOMBAY LETTER.

Another distinguished man has been removed from the educational ranks. I refer to the Hon'ble Mr. Javerilal Umiashankar Yajnik who died on May 8th. Though he had never anything to do with the educational profession in the strict sense of the word, yet he has done enough for education to be worthy of more than passing mention. A native of Ahmedabad, he received his early education there, while he took his college course at the Elphinstone Institution (the present Elphinstone College) in Bombay. He was among the first batch of Dakshina Fellows that were appointed. What made him valuable to the cause of education, was his publication of an English and Gujarati Dictionary, a work of merit, and of translations of some Sanskrit works of note. Since 1873 Mr. Yajnik was connected with the University as a Fellow, and for the last seven years he represented this institution on the Legislative Council. For twelve years, he served the Royal Asiatic Society as their Honorary Secretary, was connected with the Sir Jamsetjee Jeejeebhoy School of Art as a trustee of certain funds. The *Times of India* in a leader referring to his character gives him the following testimony:—"He had in a remarkable degree the most attractive characteristic of his race—an inborn courtesy which won the respect and friendship even of people who differed from him, and which made him a welcome colleague in many public movements with men of various races and creeds. He had strong convictions, and fought with persistency when he was fight."

ing for his countrymen and for what he considered to be the best interests of the common weal; but he did this with a courtesy and a dignity which won the respect of people who were not often on the same side with him, and many of whom were glad to reckon him as a personal friend."

The new list of Fellows of the Bombay University seems to be fairly representative. Mr. Congerton, of the Elphinstone College, Rev. W. H. Wallrath, of the St. Xavier College, and Mr. K. P. Trivedi, the Vice-Principal of the Ahmedabad Training College, will be able to represent collegiate interests in the Senate. So will Mr. Beale, the Professor of Civil Engineering in the Poona College of Science, and Surgeon-Major Lyons, the successor of the lamented Dr. Manser in the professorship of Medicine at the Grant Medical College; both will, however, be attached to their respective faculties. Dewan Bahadur Manibhai Jasbhai was most probably appointed on account of his enthusiastic support of education, when he was Dewan of Cutch and Minister in the Baroda State. Some have expressed the confidence that his influence will be sure to be felt in the work of the University.

A few letters have appeared in the daily press advocating that the honorary degree of LL.D. be conferred on Professor Haffkine, famous on account of his bacteriological researches and his successful plague-inoculations. It must be granted that hitherto the Bombay University has been rather slow to honour itself by conferring its highest degree on men who have done good work for the cause of education or in the sphere of science. There is of course the danger that too great liberality will reduce the value of the article; but it will always be an honour to a University to have the name of a great scientist on its honorary degree list. If Oxford and Cambridge did not let Dr. Nansen leave England without doing him and themselves honour, surely

Bombay ought not to be slow to follow their example.

An Avasta and Pahlavi Professorship is something which many would like to see attached to the Bombay University; some few have expressed their wish for one. It is contended that publications of our Parsee scholars in these languages do not find a ready market, because very few people are interested in that kind of literature, and that consequently many important "manuscripts like the Bundesh, the Brahman Yasht, the Jamaspee which contain much important and instructive information, are as yet unpublished." A Professorship in these languages would certainly do much towards creating a greater interest in the study of these languages, and certainly when the need of such professorship is, according to a letter from Professor Macdonell, M.A., the Professor of Sanskrit in Corpus Christi College, Oxford, felt in England, it is not too early for Bombay, the centre of the Parsee population, to have its professorship. It lies, of course, with some liberal and enlightened members of the Parsee community to give the necessary funds for this purpose.

OUR CALCUTTA LETTER.

It being the sultriest season of the year everything goes rather dull here, and the University too goes to sleep, as it were, during this period. The students, excepting the more advanced among them who have their examinations in November, had a very anxious time, not long ago, on account of the February examinations. So, naturally enough, they make the best use of the long summer vacation, not, as might be thought, as a time of light work and recreation, but often as an intellectual sabbath, a period, that is to say, of absolute cessation of intellectual activities. Indeed, this is the curse of Indian University life. But the worst of it is that it is not confined only to the less advanced students. Even the distinguished alumni of the

Calcutta University, with a few honourable exceptions, are not free from this prevailing epidemic. No sooner do they finish their University term than all their ardour freezes up. Many are the causes assigned of this sudden transformation. Among others, it has been discovered, of late, that, in certain cases, immediately after the completion of the University term the "Bread Problem" assumes supreme importance and dwarfs into insignificance all minor duties relating to the worship of the muses.

This discovery, it appears, has led to some very important measures. The new rules for the disposal of the Premchand Roychand scholarship seem to have been framed especially with a view to afford special facilities in this direction. Under these rules the Premchand Roychand scholar will not receive the whole sum at once as an award for his past labours, but in more than one instalment, in the shape of a liberal allowance, enabling him to carry on researches—all his past accomplishments being regarded as only an earnest for future and far more important acquisitions. Thus, it offers special facilities to those who are really desirous of extending their range of knowledge.

But this is only an adaptation of the old institution to present conditions. I refer, in particular, to the Sree Gopal Basu Mallik Fellowship, which has lately been founded after the name of its liberal donor for the encouragement and promotion of Sanskrit learning and Vedantic studies. The term of the endowment shall be for five years commencing from the 1st of July 1897. An annual sum of Rs. 5,000 secured by a registered bond in favour of the University, is to be paid by him on the 1st of June each year. Out of this sum Rs. 4,800 shall be expended upon the remuneration of the Fellow, and so much of the residue as may be necessary shall be expended upon a gold medal to be awarded to him. The Fellow must content himself with the remuneration he gets, viz., Rs. 400 per men-

sem, and "must not embark in or continue in any other occupation or profession during the term of his Fellowship." The first election which will be for two years only, will be held on or about the 26th of this month. "Hindu graduates of the Calcutta University or any other Hindus, without distinction of caste, who may have made the Vedanta their special study, are eligible as candidates."

There are reasons to believe that the Fellowship has been instituted on exactly similar lines with the Tagore Law Professorship, as the following extracts from the printed copy of the regulations will show:—

"He (the Fellow) will be required to deliver, in the course of each year of his Fellowship, at least six lectures on the general principles of Hindu Philosophy with special reference to the Vedanta and the Upanishads.

"Each candidate (for the Fellowship) must send up to the Registrar, certificates of his qualification and at least fifteen copies of a synopsis, printed in either English or Bengali, of at least twelve lectures to be delivered by him during the course of two years."

"Such lectures shall be open to the public."

"The lectures shall be printed at the expense of the Fellow as soon as possible after the completion of each year's course, and shall be bound in such manner as the Syndicate may direct.

"The Fellow shall deliver to the Registrar of the University, within four months from the expiration of each year of his Fellowship, 200 copies of such lectures so printed and bound without payment.

"The Syndicate will determine to whom such copies are distributed."

Having regard to the abstruse nature of Vedantic studies, these rules framed after those of the Tagore Law Professorship would have been worse than useless had they not been wisely supplemented by a few others which provide for the preliminary training, absolutely necessary for a thorough comprehension of the system. For instance, the Fellow is, in communication with the Registrar, to hold regular classes in

Vedanta, at least twice a week, for such term as may be fixed by the Syndicate, at which portions of the Yōga Vasistha, Upanishad, the Gita and other standard Vedanta text-books shall be expounded. These lectures also will be open to the public, and, what is more, they may be delivered in Bengali or English at the option of the Fellow.

I have let my pen run too long on this subject, and must now pass on to another which is no less interesting. Your readers will be glad to hear that the Calcutta University is going to confer an honorary degree of LL. D. upon one of her most distinguished alumni. It is no other than the well-known Dr. Mohendro Lal Sircar, M.D., C.I.E. Dr. Sircar's signal services to the cause of science in Bengal has made his name a household word in these parts. The Indian Association for the Cultivation of Science, which, by the way, is perhaps the only institution of its kind in India, owes its birth and existence entirely to his exemplary devotion to the cause of scientific education in India. In spite of serious obstacles thrown in his way, he has succeeded in establishing this Temple of Science on a permanent and efficient basis. Had it not been for the supreme indifference of the aristocracy here, and the paucity of really earnest and painstaking workers, it would ere long have been one of the most fruitful institutions in the country. It cannot be doubted, therefore, that Dr. Sircar richly deserves the honour which his *Alma Mater* has thought fit to confer on him.

In common with the representatives of all other long-established institutions, the Senate of the Calcutta University has sent an address to Her Majesty the Queen-Empress in commemoration of the Sixtieth Year of her reign. It contains a very concise account of the success which the University has achieved since its establishment in the year 1857. I, therefore, do not scruple to subjoin the address, which runs as follows:—

To

HER MOST GRACIOUS MAJESTY THE
QUEEN-EMPRESS OF INDIA.

MAY IT PLEASE YOUR MAJESTY,

We, the Senate of the University of Calcutta, venture to approach Your Majesty with our humble and loyal congratulations on the completion of the Sixtieth Year of Your Majesty's reign.

Among the many blessings to the people of India, which have characterised Your Majesty's gracious rule, the progress of education calls for special reference at our hands. The introduction of high English education into the country practically dates from the commencement of Your Majesty's reign; and the developments, since achieved, in every direction, have exceeded all expectation. It is our pride to have materially contributed to the accomplishment of these results.

This University was established, in the year 1857, for the better encouragement of Your Majesty's subjects of all classes and denominations, in the pursuit of a regular and liberal course of education. The history of the University during these forty years bears ample testimony that this great object has been attained. In active connection with it, are 125 colleges and 586 schools, spread over Bengal, Assam, Burmah, Ceylon, Nepal, the Central India States, the Central Provinces, the North-Western Provinces and Oudh, and the Punjab. These send up to its examinations, Hindus, Mahomedans, Christians, Brahmans, Jews, Parsees, Buddhists, and others, with such varying vernaculars as Bengali, Armenian, Assamese, Burmese, Hindi, Khassia, Mahrathi, Parbatia, Tamil, Telugu, Urdu, Uriya, and English. There were in this, the Sixtieth Year of Your Majesty's reign, 5,934 candidates for matriculation, against 244 in 1857, and 1,658 for the B. A. Degree, against 13 in 1858: while from a small beginning of 13, its graduates now number nearly 10,000. His Royal Highness the Prince of Wales heading the list of its Honorary Doctors in Law.

This University has also been an important factor in the development of the higher education of women. It is less than twenty years since its examinations were opened to female candidates, and already associated with it, are three Ladies' Colleges

and twenty Girls' Schools, from which about a hundred candidates appear, each year, at its examinations, while for one lady-matriculate in 1879, there are now no fewer than twenty-five lady-graduates one of whom, not long ago, won its highest competitive prize.

Thus has this University succeeded in effectually stimulating a healthy desire for a regular and liberal course of education. Those classes of Your Majesty's subjects, who seemed for a time to hold back, are now as anxious as others to come forward, and even the aboriginal tribes are beginning to appreciate the benefits of education. And so, the English language has taken root as one of the institutions of the country, operating, perhaps more than any other, as a bond of union between the various races inhabiting this portion of Your Majesty's Empire.

While mainly concerned with the promotion of Western learning, this University has exerted no little influence in reviving the study of Eastern classics, and the general diffusion of Sanskrit learning now stands out as one of the most prominent features in the progress of education.

In these, as in other respects, Your Majesty's reign marks an epoch in the history of India's advance. Our hearts' desire and prayer is, that Your Majesty may be blessed with many more years of health, happiness, and prosperity, so that this University may have the privilege of witnessing yet more remarkable developments under Your Majesty's rule.

We are,

Your Majesty's Loyal Subjects,
Members of the Senate of the
University of Calcutta.

June 1897.

The Syndicate for the ensuing year has been constituted as follows:—

Arts.

Babu Kali Charan Banerjee, M.A., B.L.
F. J. Rowe, Esq., M.A.
C. A. Martin, Esq., LL.D.
A. F. M. Abdur Rahman, Esq.
Babu Ashutosh Mukhopadhyay, M.A., D.L., F.R.S.E.
F.R.S.E.

Law.

The Hon'ble Mr. Justice, S. G. Sale, M.A.
Babu Saroda Charan Mittra, M.A., B.L.
Medicine.
Surgn.-Lt.-Col. G. Bomford, M.D.
Babu Suresh Prashad Sarvadhicary, M.D.

Engineering.

D. B. Horn, Esq., F.C.E.

But I must wind up my letter, as it is getting rather too long. I had a few more items of news to communicate, but I reserve them for my next letter.

Correspondence.

To

THE EDITOR,
The "Educational Review."

SIR,

Your Reviewer's reply reduces the issue to three points. Lest the public should think them unanswerable, here is the answer to each.

1. Line 50 of *The Wreck of the Hesperus* stands in my edition exactly as it stood in Longfellow's first edition, for two very solid reasons—(1) because as it stands it contains no error, omission, or inconsistency of any kind, but only a deliberate irregularity after the manner of our early ballad poetry; and (2) because the printing of the later reading, as your Reviewer wishes, in the body of my text, would have been a breach of copyright. The later reading is, no doubt, an improvement on the earlier; but to say, as your Reviewer does, that there is in the text of this line, as it appears in the first edition, an error which I should have removed in my edition, is utterly unjustifiable, and is a curious example of begging the question. Longfellow himself retained the early form of this line in other editions after the first, although he finally changed it.

2. On the importance I have attached to the scansion of such irregular metres as those in my *Selections*, I must be allowed to differ from the Reviewer *toto cælo*; and I have on my side the authority and support of an eminent English scholar who has, for something over 40 years, been a University Professor of English, and whose opinion is entitled to at least as much respect as your Reviewer's.

3. *Veering* is a mere dictionary word with only one possible meaning as applied to a wind.

In discovering that meaning no student can possibly go wrong, and he will find it in any of the smaller dictionaries ordinarily used by Indian students. That is precisely the reason why I have deliberately passed it over in my notes. Then why, asks the Reviewer, have I explained such words as *aisle*, &c.? If, instead of merely quoting alphabetically from the index a list of annotated words which he places on the same level as *veering*, he had examined the special explanation given under each word in the notes, he would have been able to answer his own question. Take *aisle*, his first example. The poet used it figuratively (not literally as in the case of *veering*) in reference to "columns of cypress and cedar sustaining the arches" overhead, as the boat passes underneath; and what I have given is, not a dictionary definition of the word, but only an explanation and justification of its use in the text. The passage would otherwise present serious difficulties to an Indian or any other student, and no dictionary would help him. On examining my treatment of the other eight words quoted by the Reviewer, I find that most of them, like *aisle*, are not treated by me as "dictionary words" at all, but are only explained, as they ought to be, in reference to their use in the special connexion in which each is introduced by the poet. The rest are defined for very strong reasons which do not apply to *veering*, and which I am both able and willing to give if the need arises. But I feel, sir, that I am not justified in trespassing further on your space in this letter, and I am grateful to you for enabling me to set myself right with the public in reply to criticisms which, I feel sure, were prompted by a genuine love of learning and of truth, but which, being based on erroneous assumptions, I could not, in justice to myself, allow to pass unchallenged. I may add that of the very large number of reviews both at home and abroad which have been received here dealing with these *Selections*, the one by your Reviewer is the only one that has not been highly favourable.

M. T. QUINN.

CONTEMPORARY EDUCATIONAL PERIODICALS.

The first place in the May number of the *Educational Review* (London) is given to a character sketch of the late Miss Shireff, one of the pioneers of the modern movement for the education of women. Though alone, and in conjunction with her sister, Mrs. Grey, Miss Shireff wrote a number of books, she will be remembered mostly

by the later work of her life, by her work for the kindergarten system. In conjunction with Miss Doreck she founded in 1875 the Froebel Society, and from that time devoted her time to the study and promotion of Froebel's method. She also worked hard for the establishment of professional training for teachers, and was from the first a Member of the Council of the Teachers' Training and Registration Society.

In the article on "the use and abuse of adjectives," the writer discusses the principles underlying the art of literary composition. If literary composition is to be regarded as a work of art, it must combine the qualities of Unity, Proportion and Expression. As a literary composition is made up of sentences, the above-mentioned qualities can be obtained in literary composition only by making each sentence combine these qualities. In order to possess unity each sentence must contain a noun or pronoun and a verb. Then the adverbs and prepositions and, in a compound sentence, the conjunctions must bear their proper relation to the other parts of speech, otherwise the sentence will be out of proportion. It is by means of adjectives that we obtain beauty or adequacy of expression in a sentence. No part of speech is so much abused, so overworked, so misapplied as the adjective. Adjectives may be abused in three different ways; by redundancy, inadequacy, and inappropriateness. That is, the adjectives used may be too many or too strong; they may be too few or too weak, or the wrong word may be used, giving a false idea. "It is only by the right use of adjectives that every sentence can be made to tell, each nuance reflected, each quality given its full and proper value."

"Grave charges against the Private Schools Association" contains statements by two past presidents which reveal to the public the low level to which the association has been brought by its retrograde policy and its refusal to put itself in line with other educational bodies.

The "Occasional Notes" in the *Journal of Education* for May as usual deal with current topics, the most important of them being the question of women's degrees at Cambridge, the appeal for funds by the Duke of Devonshire on behalf of the University of Cambridge, and the Swansea Conference of the National Union of Teachers.

In an article on "The Reviewing of Educational Books," "A writer of Educational Books and Reviews" points out the defects which characterise the ordinary system of reviewing school books. His special complaint is that the review

in ordinary periodicals very often consists simply of a quotation from the preface, an indiscriminate praise based more on the author's academical status than on the merit of the book itself, or a cheap attack on "cram" if the book is prepared in accordance with a syllabus; the review rarely contains a candid verdict on the fitness of the book for the purpose for which it is intended. "Educationalists and their Critics" is an attack on the article on "Old Eton and Modern Public Schools" in the April number of the *Quarterly Review*. The writer condemns the term "educationalist" as "an invention of the enemy."

The most important article in the May number of the *Journal of Education* is an authorised translation of a course of lectures delivered by Professor Reiss, of the University of Jena, to the Oxford Summer Extension students in 1896. It is entitled "An Outline of some Modern Movements in Education" and deals chiefly with the pedagogic movement in Germany represented by Ratichius, Comenius, Francke, Pestalozzi and Herbart. Being himself a disciple of Herbart, Professor Reiss discusses fully the basis and aim of education according to Herbart. The article deserves close study.

Mr. H. W. Atkinson protests against the use of the word "experiment" in the title of the recent series of articles of Mr. Kirkman, "An Experiment in Modern Language Teaching." Mr. Atkinson cites passages from various writers on education such as Ratichius, Comenius, Gouin, &c., to prove that there is nothing new in the system proposed by Mr. Kirkman.

The "Supplement" contains a very full report of the Norwich Conference of the Teachers' Guild of Great Britain. We draw the attention of our readers to the excellent presidential address of Professor James Stuart, M.P.

The May number of the *Educational Times* (London) opens with nine resolutions of the College of Preceptors (1893-96) in view of the proposed reorganisation of Secondary Education. After this come the two leading articles, the first of which bears the title "The Delay of the Inevitable" and deals with the passing of a Secondary Education Act. The second leader discusses the appeal of the Chancellor of the University of Cambridge for funds on behalf of the University. The "Notes" deal with pressing questions of the day, but few of them will be of any interest to the Indian teacher.

The following remarks from the speech of Mr. Bryce at the March prize-giving of the College of Preceptors, a full report of which appears in

this number of the *Educational Times*, deserve to be pondered over both by teachers and students:—

"No one would bestow unqualified praise on competition, which has a power of evoking some of the less noble, as well as the nobler sentiments. Still the preparing for an examination requires not only intelligence, but a considerable amount of assiduity and self-control. These are the qualities which have most to do with progress and success in any walk of life to which young men may betake themselves. What I should like to say to the young people present is chiefly this: they must not suppose that their education is closing when their school-time comes to an end. On the contrary, their education is only beginning. The chief object of school study and examination is to teach them how to read and think for themselves, and if it has not given them the zest for reading or study, and the desire to think out and follow up a subject, it has failed in one of its important objects. You must in after life put in practice that which you have been doing under the advice of your teachers. Perhaps the most critical years of life are the years which pass just after one has left school: they are the years when the habits of reading and of taking an intelligent interest in what one reads are chiefly formed, and, if the habit of reading and taking an intelligent interest in things is dropped during those years, it becomes extremely difficult to revive it afterwards. The facilities are now larger than they used to be, as we have a greater number of classes and lectures and public libraries than we used to have, so that it is comparatively easy for every one to keep up his reading and interest in any intellectual pursuit. It is not a bad plan to begin to choose a particular line of study in which one feels a particular interest—such, for instance, as a branch of natural science, or natural history, or of history itself, or of political economy—and to devote one's self mainly without abandoning interest in other subjects. Reading becomes more profitable and the enjoyment greater if one directs one's energies in this kind of way. You are apt to be told on all these occasions that the great thing is to turn your education to practical account for the actual work of life. I do not say that is untrue, if you give large enough meaning to "the work of life." The work of life does not consist of the work of a profession or employment—it is all very well to throw one's self into professional employment, but that is not the whole of life. A great deal of life is outside the office or counting-house; the

germination of ideas which goes on in your leisure hours has quite as much to do with the enjoyment of life as what you do in practical occupation. The examinations you have passed, and the certificates and prizes you have won, will be of great value to you if they have formed those habits which will make you go on reading, and if they have given you the zest for some intellectual pursuit which you can make a pleasure and enjoyment for yourselves in days to come."

Mr. F. Storr in his paper on the "Teaching of English Composition" read before the College of Preceptors, protests against the teaching of composition in elementary schools "as a preparation for, or a deduction from grammar." He contends that the art of writing grows up freely, like every other art from imitation to experiment without a model, and from practice to confident execution.

Besides these there are two small articles, one descriptive of elementary schools in Australia and the other treating of the proposal of the Cambridge Syndicate for conferring titular degrees upon women qualified for degrees.

The *Practical Teacher* for May is as usual full of useful and readable matter, but which does not, however, admit of being condensed and presented to our readers.

Reviews and Notices.

Algebra for Beginners. TODHUNTER AND LONEY. Messrs. Macmillan & Co., Ltd., London and New York.

Any attempts made to bring back to the late Dr. Todhunter's works the popularity which they once had in our schools are welcome, and we have, therefore, great pleasure in welcoming this revised publication of that author's *Elementary Algebra*. The revised book is a considerable improvement in size over the original, additional chapters on Negative Quantities, the Theory of Quadratic Equations and Logarithms having been inserted, while the chapter on Miscellaneous Theorems and Examples at the end discusses the Remainder Theorem, Symmetrical functions, &c. The total number of examples has been doubled, and there is a good collection of well-graduated miscellaneous examples at the end. The introduction of the chapters on easy equations and equational problems after those on the four simple rules is certainly a change for the better. We are sorry, however, to observe that we do not see the wisdom of relegating negative

quantities to the XIVth Chapter, a subject which ought properly to be introduced to the pupil to begin with. In fact, the distinction between positive and negative terms is pointed out in Chapter II, Art. 37, without being explained. Again the chapter on Involution might, we think, have been advantageously inserted in an earlier place. We observe that, while the index law $(a^m)^n = a^{mn}$ is given to the pupil only in this chapter, he is obliged to discover it for himself in working some of the examples in the previous chapters. Again the rule that, when there is a common factor involving the variable on both sides of an equation, it may be equated to zero, is told to the pupil only in the chapter on quadratic equations. Among the various methods for solving quadratic equations, we should like that by resolution to be given as the first, as it is the simplest and the one most familiar to the pupil. Again the treatment of the subject of H. C. F. is not, we think, quite lucid. While the inappropriateness of the term G. C. M. for algebraical expressions is pointed out, the appropriateness of the term H. C. F. is not shown, and we are surprised to see the definition of it as "the greatest expression which will measure them all," in the case of simple expressions, finding its way into the book. The above are the faults in the book we have noticed, but we cannot deny that it has excellent merits, and we dare say that, in spite of these faults, it will give satisfaction to the teachers of the higher forms of our schools. It is unnecessary to say that the book is well-printed and excellently got up. We do not think, however, that it will command a large sale in this country as it is—like all other English publications on *Elementary Algebra*—too highly-priced to be bought by the boys in the schools and too elementary to be used by those in the college.

Kanyasulkam, by G. V. APPAROW PANTULU, B.A., Epigraphist to H. H. The Maharajah of Vizianagram.

This is a Telugu play which has been written as a satire upon the custom of Brahmin Sulk marriages prevalent in the Vizagapatam District. The author says in his preface that the habit of selling little girls (in some cases to very old men) is "a disgrace to society, and literature cannot have a higher function than to show up such practices and give currency to a high standard of moral ideas. Until reading habits prevail among the masses, one must look to the stage to exert such healthy influence." In one respect,

the author's professions are fully borne out by the play, for, on perusing it, we find that Agni-hotravadhanulu, a Vaidiki Brahmin, who has sold his first daughter, Butchamma, for Rs. 1,500 to a man who died of old age even before the marriage ceremony was completed, because he was too frail to withstand the waiting through one of the guests being late for the wedding dinner, is deservedly made to suffer much in consequence of his persistent adherence to a pernicious practice. But, unfortunately, while Mr. G. V. Apparow Pantulu B.A., has honestly striven to hold up a foolish Hindu custom to ridicule, he seems to have quite forgotten to "give currency to a high standard of moral ideas," judging from some of the incidents of the play, which are exceedingly indelicate and not fit for a refined and intelligent audience. It may be argued, in extenuation, that this play is meant to entertain the common people, and that only a low class of humour is appreciated by them; but it is our duty to elevate, not to pander to, the tastes of the masses. Above all, one would have expected an educated gentleman and professed social reformer like Mr. G. V. Apparow Pantulu, B.A., Epigraphist to H. H. The Maharajah of Vizianagram, to bear this in mind.

In other respects, *Kanyasulkam* is a fair specimen of an Indian drama. It is written in the colloquial dialect, and, therefore, makes no pretensions to style, but it contains a good deal of wit and humour of sorts, though there is nothing particularly brilliant about the plot, or anything else in the play to recommend it to the general reader.

Oymbeline, EDITED BY A. J. WYATT, M.A. *The Warwick Shakespeare.* Blackie and Son, London, Glasgow and Dublin, 1897.

The reputation of this excellent series should be enhanced by this addition to it. Mr. Wyatt is one of the most promising of the younger students of English literature, and this edition of *Oymbeline* is not unworthy of his previous work. It combines the exercise of his own judgment with knowledge of what has been written upon the play, and we have no hesitation in saying that this is an infinite advance upon all other school editions of the play. It is only necessary to compare it with such an edition as Deighton's to see how rapid and how great has been the improvement of recent years in the annotation of Shakespeare's plays. In Mr. Wyatt's Introduction are included a discussion as to the date of the

play and its sources, and critical comments upon the play in general and some of the chief characters. He might, with advantage, have remarked upon others than the three selected, Imogen, Posthumus and Iachimo; but, both in its execution and in its omissions, this critical section is the least satisfactory part of the book. As regards the sources of the play, Mr. Wyatt summarises the story in Boccaccio's *Decamerone* and the Fishwife's Tale in 'Westward for Smelts' which have been supposed to be the basis of Shakespeare's plot, but inclines to the idea that 'the tale may have been known to Shakespeare in some form now lost.'

The explanatory notes are sufficient and are not overcrowded with unhelpful references to other passages. Prefixed to the notes on each scene are a few remarks bearing upon its part in the play or calling attention to noticeable features.

The appendices deal with points requiring special attention. Mr. Wyatt's treatment of the Prosody, in Appendix A, strikes us as an improvement upon that which has been adopted by the earlier editors of this series. Appendix D discusses 'Suspected Passages.' As to the genuineness of the dirge Mr. Wyatt gives no decided opinion, but most will agree with his verdict upon the verses of the masque, 'I cannot see Shakespeare's touch or hear his music in any part of them.'

The Tempest, EDITED BY F. S. BOAS, M.A. *The Warwick Shakespeare.* Messrs. Blackie and Son, London, Glasgow and Dublin, 1897.

Mr. Boas has brought to the annotation of *The Tempest* the qualities which have made his *Shakespeare and his Predecessors* so popular. He is familiar with Shakespearian literature, careful in his statements, concise in style. His analysis of character is always suggestive, and his appreciation of the aims and spirit of Shakespeare is infectious. An edition marked by these merits is sure to be useful, though they are seen less in any external difference from other editions than in a kind of pervasive tone. Mr. Boas sums up the teaching of the play as follows:— 'Thus throughout *The Tempest*, giving unity to the varied scenes, runs the underlying conception that true freedom consists in service, in obedience to necessary and social laws.' The only external feature peculiar to this edition is an appendix giving Mrs. F. A. Kemble's allegorical interpretation of *The Tempest*, which treats it as setting forth 'the glorious supremacy of the

righteous human soul over all things by which it is surrounded.' Here Prospero is 'wise and virtuous manhood,' Caliban, 'the natural elements,' Ferdinand and Miranda pure emotions, Ariel intellect, and the other characters represent brute force, ignorance, base desires and other properties of human nature.

The Interesting Word Builder and Spelling Book. Jarrold and Sons, London. In three parts, or complete in one volume—Linen 9d. Cloth Board 1s.

These books, though originally intended for the use of English children, should prove very useful to Indian students. We feel sure that any teacher who has carefully and thoroughly worked his pupils through them will be rewarded by finding not only their vocabulary, but their general knowledge of the English language very much increased.

Practical Method of Class Management. F. W. HACKWOOD, F. R. H. S., G. Bell and Sons, Bombay.

This little book should be of service to those young teachers who have not had the advantage of an English Normal School education. It does not pretend to be a complete treatise on the practice and art of teaching, but often an untrained and inexperienced youth is put in charge of a class, and to such an one this book will prove a valuable guide.

Nitimanjari, Part 1, BY MR. R. NARASIMHACHARI, M. A.

This is indeed a valuable contribution to Kannada literature. Its grammatical accuracy and elegant style indicate the high position the author is likely to occupy among the Kannada poets. We trust that this book, decidedly better than many of its kind now extant in Kannada, will be read and enjoyed by all the Kannada-speaking people. The foot-notes are of great value to the beginner.

Geography of Africa. EDWARD HEAWOOD. Macmillan's Geographical series. Price 2s. 6d.

At a time when Africa is attracting so much attention, all who are interested in what concerns so large a number of their fellows, will welcome this book. It is full of valuable and recent information.

The illustrations are good, and the summary is concise. As a work of reference it will be useful in school libraries.

Pratapa Rudra deva Natakam, BY MR. SREERAMTESA GAUDA, B.A., B.L.

This little volume is the fourth of its series published in Kannada language. The attempt to familiarise western ideals is praiseworthy and the author seems to have taken much trouble to make his translation interesting; but we think that his efforts are not as good as his aim.

The Light of Asia, BY SIR EDWIN ARNOLD, Longmans' Colonial Library.

It is a happy idea to include *The Light of Asia* in the Colonial Library. Nowhere more than in India is the poem likely to be popular, and the illustrations, taken from Indian sculptures, will be appreciated here as they cannot be elsewhere.

Word Building—Derivation and Composition. Part V. ROBERT S. WOOD. Macmillan and Co., Price 6d.

Another useful little book to help in the teaching of that very necessary subject—English Composition.

Aryakirti, BY MR. C. V. SUDDEVAYYA.

We relish more than all the apt and vigorous style in which the book is written. It will have a real and distinct value in the education of the young. The appendix, giving the meaning of difficult words, will be found invaluable.

Educational Intelligence.

MADRAS.

DR. DUNCAN, Director of Public Instruction, proceeds on privilege leave for three months almost immediately.

A HOSTEL for Smartha Brahmins is being constructed in connection with the Teachers' College at Saidapet. It will most probably be opened for use in July.

THE Government have approved the recommendation of the Director of Public Instruction to continue the levy of a reduced rate of fees in English schools under public management in backward localities for another period of five years.

DR. HENDERSON, Professor of Zoology, Madras Christian College, has gone on a year's furlough. His work will be taken by Mr. Reynolds, who has obtained leave of absence for a year from his appointment as lecturer in Natural Science at University College, Bristol.

THE ceremony of laying the foundation stone of the new building of the Sethupathi High School at Madurai took place on the 7th ultimo in the most orthodox Hindu style. The Rajah of Ramnad, the patron of the School, has given a donation of Rs. 8000 for the new building.

THE Government of Madras has approved of the selection of Mr. R. Narayana Iyer, B.A., a former alumnus of the Madras Christian College, for the Government scholarship tenable in England by Natives of India which has been placed this year at the disposal of the Madras University.

DR. MILLER's many pupils and friends will be glad to learn that his health has improved greatly by the sea voyage. A telegram was received on the 4th ultimo from Naples stating that he was feeling very much better, and news has recently arrived that he was able to open the meetings of the Free Church Assembly in Edinburgh.

At a public meeting held sometime ago at Kottayam, it was unanimously decided that the invaluable services rendered to Malayalam literature by M. R. Ry. Kerala Varma Valiya Koil Tampuran Avergal, C. S. I., of Travancore, should be commemorated by the institution of a gold medal to be annually awarded to the student who stands first in the Malayalam branch of the B.A. degree examination of the Madras University.

THE *Cochin Argus* says that the Travancore Government is seriously contemplating the abolition of the chair of Philosophy in the Trevandrum College, now vacant by the death of Mr. Soondram Pillay. The same paper remarks that the state has been unreasonable in refusing aid towards a memorial to Professor Read, who, as the Principal of the Trevandrum College, devoted all his energy and time to further its interests.

A PUBLIC MEETING of Graduates and Sanskrit and Vernacular Pundits was held on the 9th ultimo at the Rangachari Memorial Hall, Mysore, for considering the question of adding an Oriental side to the Madras University. It was resolved that it is highly desirable to institute an Oriental side in the Madras University. Also a committee of twelve members was appointed to prepare a detailed memorandum on the subject and submit it to the committee of the Senate.

A GENERAL Meeting of the former pupils of the St. Aloysius College, Mangalore, resident in Bombay, was held on the 23rd ultimo for taking steps to perpetuate in a fitting manner the memory of the late Rev. Joseph A. Willy, S. J., their esteemed first rector and principal. It was resolved that subscriptions be invited for this purpose from all ex-Aloysians in the Bombay Presidency, the shape to be taken by the memorial being left to the decision of the Aloysian Managing Committee.

THE prize distributions for the years 1895 and 1896 of the St. George's Grammar School at Hyderabad (Deccan) took place on the 29th April last. The St. George's Grammar School is managed purely by Europeans and has an English staff of teachers in both boys' and girls' departments. The major portion of the students are English and Eurasian boys and girls, as the rules of the school admit only 25 per cent. of native students. Dr. Lawrie, the Residency Surgeon, presided over the meeting and Mrs. Lawrie gave away the prizes to the successful students.

THE Government of Mysore will award two agricultural scholarships this year. The scholarships will be tenable for three sessions of thirty-four months altogether. Candidates for the scholarships must have passed the Matriculation examination and be above sixteen and under twenty-five years of age. They must adopt agriculture as their occupation, and be likely by birth and interest to devote themselves to the development of agricultural resources of the country. They must possess not less than 50 acres of land in their own right or be members of an undivided family possessing not less than 50 acres. The scholars appointed by the Government must join the Agricultural College, Saidapet, not later than the 1st July 1897.

THE ninth Ordinary Meeting of the Coimbatore Teachers' Association was held on Wednesday, the 14th April 1897, in the hall of the Government Training School for Masters, under the presidency of Mark Hunter, Esq., M.A. M. R. Ry. T. S. Venkataramana Aiyar, B.A., L.T., read a paper on "Punishment in Schools" which was both a historical disquisition and a formal exposition of the theory of school punishments. The chairman made an able speech in the course of which, he said that while he quite concurred with the lecturer in the practical lines pointed out by him, he slightly differed from him in the theoretical basis justifying punishments. On account of the importance of the subject and its immediate bearing on the conduct of most schools, the chairman suggested that the usual discussion had better be postponed for a subsequent meeting.

THE Madras Government has sanctioned Dr. Duncan's proposal for the training of Industrial and Technical teachers in the workshops of the

College of Engineering. The proposal is that the students, who must have, before admission, passed the elementary examination in carpentry or blacksmithy, shall go through a three years' course of training in the use of machine tools including lathes, milling, planing, drilling, and shaping machines, in carpentry, cabinet making and fitting; and those who come with some knowledge of smith's work will receive further instruction and devote the major part of their time to iron-work. Their hours in the workshops will be from 9 to 12 and 1 to 5 on five days in the week; on Saturday they will receive instruction in drawing and lectures on the subjects specified in the Government technical examination syllabuses in carpentry and blacksmith's work. They will be allowed a month's vacation in the hot weather and the ordinary gazetted holidays. They will be required to serve as teachers if required, for two years after leaving the College workshops, and to submit half-yearly reports as to how they are employed for those years after leaving. Four such apprentices will be entertained annually for the next three years, and they will receive monthly stipends of Rs. 6 for the first, Rs. 7 for the second, and Rs. 8 for the third year.

BOMBAY.

THE Bombay Government has again asked the University of Bombay to institute an Agricultural degree.

MR. RATIRAM GUNGARAM DAVE, nephew of the late Hon'ble Mr. Javerilal Umashunker Yajnik, is a candidate for the University seal in the Legislative Council of Bombay which has become vacant by his uncle's death. M. N. G. Chandavarkar and Dr. Mackichan are also candidates for the same vacancy.

WE regret to announce the death, in his sixty second year, of the Hon'ble Mr. Javerilal Umashunker Yajnik, which took place on the 8th ultimo. He was connected with the University of Bombay for nearly a quarter of a century, and latterly represented it in the Bombay Legislative Council. He was also the compiler of an English and Gujarati Dictionary.

THE following gentlemen have been appointed Fellows of the Bombay University:—Mr. H. F. Beale, Assoc. M. Inst. C. E., Mr. R. S. Brown, Rao Sahib Nilkant Vinayak Chhatre, B.A., L.C.E., Mr. Krishna Rao Antoba Chembarkar, B.L., Mr. T. G. Covernton, M.A., Dewan Bahadur Manibhai Jasbhai, Rev. E. T. Davies, M.A., Khan Bahadur Hormusjee Dadabhoi, Rev. R. M. Gray, M.A., Asst. Surgeon Naoroji Kavasji Kalvawala, L.M. & S., Mr. T. G. Covernton, M.A., Surgeon-Major F. E. MacCartie, M.B., B.Ch., Mr. Kaliandas Keshavadas Modi, M. Mirza Mohammed Jaafarkhan Mukhlis Alikhan, Mr. Kalabha Lakabhai Munsiff, Asst. Surgeon

Behramji Homasji Nanavali, L.M. & S., Mr. Playfair Reynolds, M. Inst. C. E., Mr. Basil Scott, B.A., Barrister-at-Law, Mr. K. P. Terivedi, B.A., the Hon'ble Mr. N. N. Wadia, C. I. E., and the Rev. W. H. Wallrath, S. J.

THE Rev. E. T. Davies, M.A., whose name we find in the above list was for sometime the Principal of the Doveton College at Madras and is at present the Principal of the Ahmedabad College.

At the distribution of prizes to the boys and girls of the several Municipal schools of Broach, the Collector, Mr. R. E. Candy, I.C.S., being in the chair, Khan Sahib Sayed Shamsuddin Kadri, B.A., Chairman of the School Board, read a report on the progress of Municipal schools. The report stated that there were seven Boys' schools, three Girls' schools, and one Urdu school, and one Night school. The number of boys and girls receiving instruction in these schools showed an increase of 188. The most noticeable features of the schools were an increase in the number of trained masters and mistresses; the prosperity of the Night school for imparting practical knowledge; the foundation and success of the "Teachers' Union." The attention of the meeting was drawn to the introduction of the Kindergarten system in the primary schools. It was also pointed out that the Headmaster of School No. 3 and the Munshi of the Urdu School had started a small Museum containing various articles useful at the time of giving "Object lessons."—*Times of India*.

BENGAL.

LORD AND LADY ELGIN gave a huge school fête on the 5th instant to all the children in Simla in honour of the Jubilee. The fête took place at Annandale.

THE French Academy of Music has conferred on Rajah Sir Somendra Mohun Tagore the honorary degree of Doctor of Music.

PUNDIT HARI PRASAD CHANDRA, M. A., Professor of Sanskrit, Presidency College, Calcutta, has proceeded to Japan for collecting information relating to early Buddhist literature.

THE dome of La Martinière College, Calcutta, is "to be removed" to bring about improvements in the accommodation reserved for Masters and to increase the class-room accommodation.

MAHARAJAH KRISHN CHUNDER OF KRISHNAGORE, BENGAL, is a distinguished savant and takes great pleasure in handling the higher problems of Physics and Chemistry.

BABU KALI CHURN BANNERJEE, the only candidate put up by the senate of the Calcutta University,

has been elected to the vacant University seat in the Bengal Legislative Council.

WE are surprised to learn that the Bengal Government has refused permission to Professor J. C. Bose to be present at an evening party which was proposed to be held in his honor.

KUMAR KEDAR PRASANNA LAHIRI OF KASSIMPUR, RAJSHAYE, has subscribed Rs. 15000 towards the fund to found an Industrial School at Rampur Boolia in commemoration of the Diamond Jubilee.

A SET of photogravure and collotype apparatus, costing Rs. 30000, has been presented to the Calcutta School of Art by the Rajah of Hill Tippera. The School of Art contains about 300 pupils.

HIS Highness the Maharajah of Independent Tipperah has given Rs. 2,500 to the Building Fund of the City College of which Sir Alexander Mackenzie is the patron.

THE Countess of Elgin, being desirous of commemorating the Sixtieth Year of Her Majesty's reign, has given £100 to the Dufferin Fund in order to form an extra scholarship to be called "the Diamond Jubilee Scholarship."

THE Syndicate of the Calcutta University has decided to set alternative papers in Sanskrit and Indian History for students who completed their studies last year in view of large changes in those subjects which will take effect at the next examination.

Among the successful candidates in the Calcutta University B. A. Examination is Miss Ida Constance D'Cruz who has been the popular and successful headmistress of the Calcutta Free School for the last twenty-one years. She is the first Eurasian lady graduate of the Calcutta University.

By the retirement after twenty nine years service of Mr. A. Ewbank, Principal, Patna College, the Bengal Education Department loses an able officer. To Mr. Ewbank is largely due the present efficient condition of the teaching of science in the Patna College. He has also brought by his untiring devotion and zeal the technical school at Patna started in commemoration of the visit of the Prince of Wales to a very flourishing state.

THE Moslem Girls' Madrisa, which was opened at 70 Bainapooker lane, on the 19th January last, by Lady Mackenzie, has since that day been under the management of a committee, of which the Hon'ble Prince Mahomed Bakhtiar Shah is the president. Lady

Mackenzie has consented to become the patroness of the Madrisa, and the Nawab Begum of Moorshedabad has undertaken to pay Rs. 150 per month towards its expenses. The Nawab of Moorshedabad and Nawab Absomallah of Dacca have each given Rs. 1,000, the latter supplementing the gift with a monthly subscription of Rs. 25. The institution has 34 girls on its roll, and this number is daily increasing. They are taught free. All donations should be sent to the President, Tollygunge.

AN election for the Sreegopal Basa Mallik Fellowship, founded for the encouragement and promotion of Sanskrit learning and Vedantic studies, will be held on the 26th June. The remuneration is Rs. 400 per mensem, and the first election will be for two years only. The fellow shall not embark in, or continue in, any other occupation or profession during the term of his fellowship. Hindu graduates of the Calcutta University or any other Hindus, without distinction of caste, who may have made the Vedanta their special study, are eligible as candidates. Each candidate is to send in to the Registrar, before the 15th June, certificates of his qualifications and 15 copies of a synopsis, printed in either Bengalee or English, of at least 12 lectures to be delivered by him during his two years' tenure of office on the subjects which will be found in the Regulations.

DURING his stay in France, Professor Bose received the following letter from M. Cornu, President of the *Académie des Sciences*:—

I take this opportunity to send you my sincere congratulations on your researches. You heard the applause given to you by the members of the "Société de Physique" after I had summed up to them the result of your researches.

For my own part I hope to take full advantage of the perfection to which you have brought your apparatus for the sake of the researches I wish to complete.

I sincerely trust that, on return to your own country, you will have full facilities for the continuation of your own work.

The very first result of your researches bears witness to your power to further the progress of science. You should try to revive the grand traditions of your race, which was the leader of civilisation two thousand years ago, and bore aloft the torch of science and art.

We (in France) applaud you and wish you every success.

THE following memorial, signed by Lord Kelvin, Lord Lister, W. de W. Abury, R. S. Ball, W. G. Bond, E. T. Carter, R. B. Clifton, G. Carey Foster, G. F. Fitzgerald, W. Garnett, J. H. Gladstone, J. Hopkinson, W. Huggins, J. H. Poynting, W. Ramsay, H. E. Roscoe, A. W. Rucker, A. Schuster, G. G. Stokes, W. Stroud, and S. P. Thompson, was presented on

April 13 to the Secretary of State for India by Mr. Schwann M. P. :—

"MY LORD,—We, the undersigned, interested in the progress of Physics, desire respectfully to draw your Lordship's attention to the great importance which we attach to the establishment in the Indian Empire of a central laboratory for advanced teaching and research in connection with the Presidency College, Calcutta, the most important educational institution under the Government of India. We believe that it would not only be beneficial in respect of higher education, but also that it would largely promote the material interests of the country, and we venture to urge on you the desirability, therefore, of establishing in India a physical laboratory worthy of the great Empire."

NORTH-WEST PROVINCES.

THE distribution of prizes to the meritorious students of the Jubilee High School, Gorakhpur, took place on the morning of the 14th ultimo in the school premises under the presidency of Dr. Hoey, the Collector. In the course of his remarks Dr. Hoey pointed out that any instruction carried on through the instrumentality of the English language in this country could never soak to the masses and, this being so, every educational institution in this country should keep in view the study of the vernaculars.

CENTRAL PROVINCES.

A somewhat largely attended meeting was held in the Neill City High School on the 8th of May to bid farewell to Mr. G. Thompson, Inspector of Schools, Southern Circle, who goes home on a well-earned furlough. The honourable Mr. G. M. Chitnavis presided over the meeting, and pointed out in his speech the many benefits education in the Central Provinces had derived under the care of Mr. Thompson.

PUNJAB.

THE results of the Entrance Examination of the Punjab University, in which out of eighteen hundred, over one thousand candidates have failed, have produced considerable excitement among both the pupils and their guardians, and meetings have been held in several districts to condemn the vanity and heartlessness of the examiners. The meetings at Lahore, Amritsar, Ludhiana and other centres are an index of the intensity of the popular feeling against the examiners.

CEYLON.

THE inmates of a large Girls' School in Ceylon gave up meat for a week, so that the savings might be sent to the Indian Famine Fund.

FOREIGN.

THE sum of 25000 dollars has been left to Yale for the Sheffield Scientific school in accordance with the will of Mrs. Sarah Von Nostrand.

THE Belgian Minister of Education has directed all teachers of schools to systematically inculcate the duty of kindness to animals.

THE School Board for London has appointed a Superintendent of Instruction for the deaf on an annual salary of £350.

THE Pestalozzi monument at Zurich is to be one and a half times life size, of bronze, with illustrative reliefs. It is to cost 70,000 francs.

MR. F. N. MAZUMDAR, son of Dr. P. C. Mazumdar of Calcutta, has passed the final examination for Doctor of Medicine from the "Hering Medical College of Chicago."

A LABORATORY for phonetic experiments has been founded at the College of France in connection with the chair of Comparative Grammar. The Abbé Rousselot is placed at the head of this novel department.

LEO XIII has given 700000 francs for the founding of a new College at Anagni and has offered an equal sum for the site of a new Benedictine College on Aventine Hill.

QUEEN'S UNIVERSITY, Kingston, Canada, has conferred on the Countess of Aberdeen the degree of Doctor of Laws. The Countess is the first woman in Canada who has received this honour.

THE *Athenæum* says that the decrease in the number of students at the Scottish Universities is creating concern. At one of the four, it appears, there were only eighteen graduates in Arts last year, inclusive of women.

LADY ABERDEEN, the accomplished wife of the Governor General of Canada, was the principal speaker at the convocation of the University of Chicago held last April. This is the first instance in America in which a woman has been chosen as "convocation orator."

THE Duchess of Connaught, accompanied by the Duke of Connaught, opened in the first week of May a "daffodil bazaar" at the Ash Common schools, near Aldershot. The bazaar was held for the purpose of raising funds for the enlargement of the national schools.

THE Universities and other educational institutions under state control in Spain have been thrown open to foreigners by Royal decree. By the new ordinance foreigners are admitted to the right of matriculation, study and examination in all educational establishments under the Spanish Government and are entitled to take degrees in the Universities.

A veritable trades union amongst the teachers of Denmark is in course of formation. It is to work for the enhancement of teachers' salaries. They are, as a rule, fairly high; but as they are in the hands of the communes, there are many local differences. If it is proposed to boycott communes paying low salaries.

MANY students from the Russian Universities have been banished to Siberia, and the Universities have been closed for the present. The difficulty arose sometime ago when the students of St. Petersburg attempted to hold a religious service in memory of the thousands of persons who were crushed to death on the day of the coronation of the present Czar.

THE school-boys of one *Lycée* in Paris have addressed a touching petition to the Minister of Education, in which they beg him to legalise smoking in the courtyards of their school, on the ground that, as they must smoke, it is better for their health and morals that they should not be driven to holes and corners to do so.

AT the last Edinburgh University graduation ceremony there was a considerable show of lady M. A's., and the Vice-Chancellor made a distinction between the men graduates and the ladies by shaking hands with the latter after he had performed the "capping" ceremony by lowering the big black cap over their heads.

THE National Union of Teachers, England, at its Easter Conference at Swansea, passed the following resolution: "That any attempt to restrict popular education by drawing a hard and fast line between primary and secondary education should be strenuously resisted as injurious to education, and that all grades of national education should be controlled by the same local education authority, and be subject to one central authority."

A MOVEMENT has been set on foot to obtain an endowment for the future education and support of Helen Kelles, the wonderful deaf, dumb and blind American girl. By the cultivation of her single sense of touch under her teacher, Miss Annie Sullivan, Helen Kelles has now, in her seventeenth year, passed the entrance examination for Radcliffe College. She can enjoy literature, can make herself

understood in English, French and German, and uses the type-writer well. It is by placing her fingers upon her teachers' lips that Helen Kelles obtains instruction.

ACCORDING to the London Correspondent of the *Scotsman*, Scotland is on the eve of something like a revolution in the matter of secondary education. It is officially announced that the functions of the Science and Art Department are to be transferred to the Scotch Education Department, so far as regards Scotland. The *Scotsman* correspondent now announces with something like authority that a scheme analogous to that of last year's English Education Bill is to be put in operation in Scotland with the view of placing the management of the Science and Art Grants, the Equivalent Grant and the Residue Grant, under County Council, or similar local management, subject to the control of the Department.

THE KING of the Belgians has instituted a prize of 25000 francs for the encouragement of intellectual studies. The prize for the year 1901 will be awarded for the best description of the military history of the Belgians from the Roman invasion to the present day. Those desirous of taking part in the competition should send their works, printed or in manuscript, in French, Flemish, English, German, Italian, or Spanish, before 1st January 1901, to the Minister of the Interior and Public Instruction at Brussels. The adjudging of the prize will be entrusted to a jury appointed by the King of the Belgians. The jury will be composed of seven members, three Belgians, and four of different nationalities.

THE eighth summer meeting of University extension and other students will be held in Oxford between July 31 and August 25. The main courses of study will be—(1) the history, literature, art and economics of the Revolutionary epoch (1789—1848); (2) the history and theory of Education, with special reference to child study and the kindergarten methods; (3) the history of architecture, with special reference to the buildings of Oxford and its neighbourhood. There will also be daily classes in botany, chemistry and physics. The last will have special reference to the fitting up of home-made apparatus, and will be adapted to the requirements of county council and other teachers. A special feature of the meeting will be the class in the English language to be conducted by Dr. Henry Sweet. Another feature will be the lectures on French history and French literature which will be delivered by Frenchmen in French. Two important conferences will be held during the meeting, one for considering the relations between the University extension movement and the educational work of the co-operative movement and the other for discussing the exceedingly important question of the training of pupil teachers.

Educational Notes.

THE authorities of the University of Cambridge remove from the rolls of the alumni the name of every graduate convicted of crime and take from him his degree.

THE first free school was founded at Shields, England, in 1790. It was started at the request of a few enlightened citizens, who considered this a better way to celebrate King George's jubilee than by spending the money collected for that purpose in fireworks.

GERMAN UNIVERSITIES have on their rolls the names of 2000 students from foreign countries. A few of these are preparing for degrees, while a majority of them hear lectures in special branches of science for twelve or eighteen months, and then return to their homes to practise what they have learned.

It is rather difficult to determine how much these students spend a year owing to the great differences in the habits of the visitors. Those who live very cheaply are said to live upon about £3 each a month.

In an address before teachers and others interested in education Dr. W. T. Harris pointed out that regularity, punctuality, silence and industry were the four cardinal virtues relating to school discipline.

"The child must attend school every single day. He must prepare himself for every recitation, overcoming, by his will power, any dislike to perform his task. Not only must he prepare the lesson during the day; it must be done at the proper time. In this way alone can the benefits of class-work, which are so valuable as a means of seizing the subject studied through many minds, be obtained.

"Silence is a negative virtue. It is that which renders possible the combination of the individual with the social whole. The pupil who whispers, or disturbs his fellows in any way, does much to destroy the profit of his companions and his teacher.

"Industry may be of various kinds, but that of the school is study. In the recitation industry is exercised by giving undivided attention, which may be called a critical alertness directed to the expression of other minds. He watches the unfolding of the lesson, so that after it is over he can prepare his future work with better method."

DR. W. PREYER's address on "Child Psychology" before the General Session of the Third International Congress of Psychology deserves to be carefully studied by every one interested in education. The gist of the whole address is contained in the following paragraph:—

"If the total organism has gradually developed itself, either with the aid of selection, as in Darwin's view, or in any other manner, then also must the

totality of the minds united with the organism, souls, instincts, in short, every thing psychical, have developed at the same time. So much is certain. But, in the concept of development there always lie the general and the individual. That the latter is a shortened repetition, often essentially modified through adaptation of the general development, is no longer doubted as regards the form of the organism. This is no less true of the soul, according to my observations on children and young animals. Child and comparative psychology, therefore, will be and remain of the greatest importance for a knowledge of the entire psychical organization of man. The whole spiritual development of the human race is reproduced, though shortened, in the child."

A PART of the regular school system of Springfield, Massachusetts, is a cooking school. There are sixteen day classes in the school, eight from the seventh grammar grade, six from the eighth grade and two from the junior class of the high school, there are, in addition, six evening classes, beside one for married women held Saturday afternoon. A series of lessons is given on starch foods, their value, analysis and preparation, and is followed by instruction in cooking fatty foods and proteins. Careful attention is given to cooking for invalids. The buying and preparing of economical dishes is also taught, the school room is fitted with coal and gas ranges, large closets and work tables. The tables are furnished with drawers in which the smaller cooking utensils are kept. The management of the cooking store is taught, with the different conditions required for the baking or roasting of bread, pastry, meats and fish. At each lesson of two hours' length some dishes are prepared, cooked and then served. Different parts of the work are given to different pupils and then all put together. The proper method of laying a table is taught with the correct method of serving, as the table is set after the cooking is finished, and the resulting dainties are tasted by the pupils.

THE total amount that Prussia pays her officials is to be increased by almost £1,125,000 a year. This will also benefit the University professors, who are state officials. The average salary will then be £360 a year in Berlin and £315 a year in other Prussian University towns. That seems rather small, considering that Berlin University has had such eminent professors as Virchow, Helmholtz and Bergmann. A professor in a Prussian University also collects a small fee from each student, one half of which he may keep, but the most popular professor never makes more than £250 a year by this means.

Yet, a professor's chair in a German University is a much coveted place. Young men of great talent and reputation cling to the Universities for years, supported only by the earnings that fall to the lot of tutors, in the hope of some day becoming regular professors. A tutor who has no income beyond his fees lives a life of self-denial, frequently occupy-

ing but one room and taking only bread and coffee for breakfast, only coffee for luncheon with a slice of meat and a taste of vegetables and coffee for dinner.

A regular professor in a Prussian University enjoys an eight-room flat. He never aspires to keeping a horse, or taking his family or himself to the seashore or mountains, that is, if he be dependent upon his own resources. Studying, walking, and lecturing are all the diversions of his life.

SPEAKING on the relation of knowledge to art Mr. Alma Tadema remarked as follows:—"To know in art is the greatest necessity. If you know how a plant grows you will be able to render it. If you do not know, you will mistake forms for what they are not; for nature is much too complex and far too complete for an untrained eye to understand without knowledge. For instance, a gardener in mid-winter will tell you which is an apple tree and which is a pear tree. How many landscape painters are there who would be able to do the same? You must not misunderstand me. I do not mean that a work of art must give everything the artist can see. What is required is that every touch, every line, slight as they may be, must render the feeling of what it has to represent, and that is not to be done without knowledge." This opinion of Mr. Alma Tadema is corroborated by Mr. Nettleship in his essay on "Education in Plato's Republic":—"We may collect engravings and photographs, and think, and make ourselves learned in the history of art; we may found museums and institutes, and spread casts of Venus and Apollo through the land; we may give thousands of pounds for pieces of clever vulgarity; but we shall not make English life much more beautiful or more joyous, unless we can produce art which will educate the nation to see with its eyes, and hear with its ears the country in which it dwells, and the history which it inherits."

THE following comparison of the position of women, with regard to University Education, at Oxford and at Cambridge, is interesting:—

"There are at Oxford about 190 students in residence, at Cambridge about 270, but the attendance of the Oxford students at University and College lectures is very much larger, the number of courses attended being 805 and 455. Every Oxford College but Magdalen admits women to lectures, whilst at Cambridge there are still six which refuse to admit them, and one which has not been asked to do so. The number of lecturers admitting women is somewhat greater at Oxford. On the other hand, there seems to be more pressure on the laboratories at Cambridge, where the number of science students, both men and women, is much greater than at Oxford; but, unfortunately, the statistics have not been tabulated. About 100 of the Cambridge women students appear to attend no lectures in the University. With regard to the libraries the Oxford students are at an advantage. No fee is charged, as is

the case at Cambridge, and no difficulty is experienced by Honour students in obtaining permission to read or take out books, when, as is the case with the Taylorian, though not with the Bodleian, library, it is permissible to do so. The Cambridge student enjoys the very great privilege of formal recognition by the University, but the Oxford student has all the examinations for the B.A., Pass and Honours, open to her, and is able, if bad health or want of ability prevents her from taking an Honour course with advantage, to qualify for the Pass degree. It is also possible to obtain a University education at Oxford without residence in one of the Halls, by becoming a member of the body of Home students. These students are, equally with those of the four Halls, registered on the books of the Association for the Education of Women in Oxford, but they have a principal of their own who, with a Committee constituted by the council of the Association, is responsible for them."

THE Superintendent of Public Instruction in the state of New York has in compliance with a resolution adopted by the Board of Education, issued the following circular.

TO TEACHERS.

1. The rule of the Board with regard to home study reads as follows:—

No home study of any kind, except spelling and supplementary reading, shall be assigned to the pupils in any primary grade; no home study requiring more than half an hour in any one day, except spelling and supplementary reading, shall be assigned to the pupils in the four lowest grammar grades; no home study requiring more than one hour in any one day, except spelling and supplementary reading, shall be assigned to pupils in the four highest grammar grades; the solution of problems in arithmetic shall not be assigned for home study in any primary grade, or in any grammar grade, except the first and second grammar, and no home study requiring more than two hours in any one day shall be assigned to the pupils in any high school grade.

2. Pupils should not be required to report in school the amount of time spent in study at home, as, when required to do so, they are often tempted to misrepresent the facts.

3. Teachers in the elementary (grammar and primary) schools should see to it that the amount of home work assigned does not exceed that which may be fairly accomplished by the average pupil in the time specified by the rule of the Board.

4. Teachers of each division in each high school should hold frequent conferences for the purpose of determining the amount of home work that should be assigned in each subject taught, so that no subject may receive more than its due share of attention.

5. Home study may be of two kinds: (a) Preparatory, to afford material for the next day's lesson; (b) supplementary to class-room work, dealing with matter treated in a previous lesson.

As a general rule, home lessons should be supplementary rather than preparatory. To use Sir Joshua Fitch's words: "Kindle interest and sympathy first. Let the scholar see what you are aiming at, and catch something of your own interest and enthusiasm in the pursuit of truth, and then they will be prepared to take some trouble in mastering those details which they see to be needed in order to give system and clearness to their knowledge. But he who expects children to master, with any earnestness, details of which they do not see the purpose, is asking them to make bricks without straw, and will certainly be disappointed."

6. For the most part, home exercises should be written. "The chief value of written exercises," again to quote Sir Joshua Fitch, "is to give definiteness to lessons already learned, and to thrust them home into the memory, rather than to break new ground." Moreover, writing an exercise keeps the child's thoughts concentrated on the work, and prevents that mind-wandering which too often takes the place of study. Mind-wandering, under the guise of study, is one of the most dangerous and injurious habits the young student can acquire.

7. Home exercises should be brief and definite. Unless they are brief and definite, they do not admit of easy correction in class; and home exercises that are not corrected are generally worse than useless, as they encourage carelessness.

8. Home exercises should be well within the pupil's ability to perform. There should be no temptation to apply to relatives or friends for assistance—no temptation to present dishonest work to the teacher.

TO PARENTS.

1. The health of your children is paramount to every other consideration. When children, particularly girls, between the ages of 10 and 17, exhibit evidences of nervous disorder, such as twitching of the face and hands, or extreme irritability, it is a sure sign either that the school work is too severe, or that they are not living under proper hygienic conditions, or both. In all such cases school work should either be materially lessened or be intermitted until there is a restoration to health.

2. In the majority of cases it is true that to conquer the difficulties of arithmetic and grammar, or the intricacies of a new language, is harder work for the child than are for the business or professional man his every-day avocations. Hence, children need constant care, sympathy, and encouragement.

3. Children should spend not less than two hours every day in the open air, and, if possible, should engage in games requiring both skill and activity.

4. Children should spend at least twenty minutes every day in practising at home the gymnastic exercises they learn at school.

5. Children should not be permitted to attend social parties, or public meetings, or entertainments on evenings preceding school days.

6. Children should spend in sleep not less than nine, and, if possible, ten hours out of every twenty-four.

7. The following practices should be prohibited as being injurious to health: Study before partaking of food in the morning; the rapid reading of lessons just before the beginning of a school session; study during the noon intermission; study immediately after the close of school, before mind and body have been rested by play or other suitable change of occupation; study immediately after eating a hearty meal.

8. When children study or read, either by sunlight, or by artificial light, care should be taken that the light is sufficient, and that it falls upon the page from the left.

9. Children should have fixed hours for study, never exceeding the time specified in the rule of the Board of Education, and nothing should be permitted to interfere with these hours of study.

10. When parents find that their children, after conscientious effort, cannot accomplish the work assigned by the teacher in the time specified in the rule, they should at once communicate the fact to the Principal of the school and ask for a diminution of the tasks assigned.

11. Parents should never urge children to make extra efforts to obtain promotion, and show annoyance if they fail to obtain promotion. What children need for intellectual and moral progress is systematic, not spasmodic, work. If, for any good reason, a child is not promoted or graduated at the end of a term, he should not be reprimanded, but encouraged to try again. Above all, parents should not, by finding fault with the teacher, weaken his influence for good.

12. Cigarette smoking by growing boys is dangerous alike to the physical, the intellectual, and the moral well-being. Parents cannot be too vigilant in preventing their sons, who have not yet reached maturity, from using tobacco in any form, and particularly in that of the cigarette.

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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, &c., should be forwarded to the Publishers, EDUCATIONAL REVIEW, No. 4, Mount Madras.

—Please notice the Editor's address—Mysore.

The Educational Review.

As a statement in our Educational Notes shows, the number of children registered as attending school in England has multiplied by nearly 7 during the Queen's reign. Sixty years ago, any scheme of universal education, not to say free education, must have seemed as far off in England as it does in India to-day, if not farther. The necessity of such a scheme is greater for India than it was for England. And it

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becomes every friend of India to set before himself the education of every Indian child—boy and girl alike—as a goal to work towards. India's poverty may seem an insuperable obstacle, but that will be diminished as education spreads. *Solvitur ambulando*. Not in a moment can the goal be reached, but before another sixty years are past, if we now fix our eyes upon it, we can attain it. From the first realisation by the Government of England of its duties in regard to education to the introduction of compulsory universal education was not two generations. Who shall say that our children will not live to see even the masses of Indian society enjoying the benefits of elementary instruction?

* * * * *
In the organisation of its educational machinery, England is behind India. This is due to the fact that it was at a comparatively later stage in educational development that Government intervened. In England educational agencies were multiplied before Government organisation was thought of. In India Government took education under its

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care from its infancy. So far however as elementary education in England is concerned, it may now be regarded as possessing complete organisation. Higher education, through its connexion with the Universities, may also be held to be sufficiently organised, though its system is freer in every way than the former. Between these two however there lies a region to which the name secondary education has been applied, at present not organised, one might say, not even explored. Here lie, besides the great Public Schools and Grammar Schools, the great majority of private schools, unregistered, unregulated, of numbers unknown. Upon this chaos educational reformers have long looked with the eyes of those who yearn for permission to reduce things to order. They have not altogether been able to refrain from irregular encroachments. Higher education has thrust down into it, in such shapes as the Oxford and Cambridge Local Examinations. Elementary education has struck up into it, by the formation of 'Higher Board Schools,' 'Evening Continuation Schools' and similar institutions. These well-meant efforts, and kindred ones indulged in by Municipalities and other local bodies, and even by the central government, have but made the confusion worse confounded. The present Ministry has determined to deal effectually with the matter. In the abortive Education Bill of last year, a section was devoted to it. Probably by the time these lines are read a separate Bill on the subject will have been introduced. The Duke of Devonshire has however explained that it will not be proceeded with this year. It is intended to stimulate discussion during the Parliamentary recess so that before the next session ministers may have gained information and guidance from the facts which that dis-

cussion may elicit. As a first step an attempt is being made to ascertain the numbers of secondary schools in England. The subject seems likely to be the main topic of discussion among English educationists throughout the rest of the year.

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The Teaching of Teachers.

In the training of teachers, as in general organisation, Indian education has been in advance of English. It is only recently that the idea that any teachers, except those engaged in elementary schools, would be better for technical instruction, has gained any hold in England. This idea is still resisted by many, but in the last year or two its progress has been remarkable. Oxford and Cambridge have instituted courses in the history of education and art of teaching; the College of Preceptors has established a Training College under Dr. Findlay, and there are many other indications that the day is at hand when training will be expected as much in a school-teacher as in a member of any other profession. What can a man be taught in a training institution? has been a frequent question on the lips of the opponents of training. Its force will soon be diminished. It is easy to push child-study to an extreme, and some of its American votaries have come perilously near the ridiculous. In the British Empire, however, it has been neglected. We welcome therefore the development of it in the hands of sensible friends of education like Dr. Sully. This eminent psychologist is endeavouring to raise funds sufficient to establish in connexion with University College, London, a laboratory for experimental psychology, one of the chief objects of which will be the examination of the mental processes of children. In his

letter to the *Educational Times* expounding his plan, Dr. Sully gives instances of the methods used in Germany for similar purposes. Apart from the methods, the results obtained would in themselves furnish study for teachers under training. Dr. Sully incidentally mentions that in the School of Pedagogy which has now established itself within the New York University, there is a professor specially told off for "Physiological and Experimental Psychology."

* * * *

Women and University Degrees.

Our readers will have been prepared by the article of Miss Hodgson in our May issue and the recent letters of our Cambridge correspondent to understand exactly the points at issue in the great division at Cambridge on the admission of women to degrees. Educated India will probably regret the result, as do apparently most of the enlightened people of Britain. At the same time it is only right that it should be recognised that this result is no blow to female education. Of its convinced belief in that, Cambridge has given signal proofs, and while the step forward has not been taken, no retrograde movement has been made. Indeed it would probably be correct to say that most of those who voted against the proposal to grant to qualified women a titular degree were opposed not so much to this simple concession as to what seemed its probable consequence at some later date—the admission of women to a share in the government of the University. At the same time there are many who, some in the interests of women's education, some in the interests of Cambridge, think that the path of wisdom lies not in the growth of the female element at Cambridge, but in the creation of a separate Women's University. For this view,

which is held by some of the best friends education—and female education too—has, much may be said. Accordingly, we regard the abuse showered on the opponents of the proposal in circles outside Cambridge as unreasonable. At the same time their view seems to us mistaken. We share neither their apprehensions as to the effect of the presence of even largely increased numbers of women students in Cambridge, nor their belief that women could find a more suitable education elsewhere. Women have made up their minds on the latter point. They have come to Cambridge to stay. And the concession which has been denied to them now will not be long delayed.

* * * *

Discipline in Indian Colleges.

Two successive mails during the past month have brought news of disturbances in Oxford and Cambridge respectively, which ought to give pause to those who are so constantly talking of the laxness of Indian students. We hold no brief for the pupils in our schools and colleges, but we cannot but regard these censures as, to say the least, excessively exaggerated. In South India at any rate the average Indian student's conduct in the college precincts is in shining contrast with that of his congeners in English and Scotch Universities, so far as respectfulness and quietness are concerned. The conditions of English University life, it may be said, are so different that no comparison is possible. But the conditions in a provincial English College or a Scotch University are by no means unlike those prevailing here, and it would be difficult to find any one of these in which the discipline is so good as in the worst-managed Arts College in South India. The cry about the want of discipline in Indian

Colleges is raised chiefly by those who know nothing of them. It is largely cant, springing from the prejudice of men in offices who are completely wanting in sympathy with the educated natives who seek employment under them.

* * * *

The strictures of the *Indian Mirror* on Calcutta students may apply to Northern India; they do not seem applicable to the South. That charges of want of respectfulness are not more frequent is indeed a testimony to the general good conduct of our students. In every age it has been a common cry of the fathers that the sons are wanting in respect. In an age of rapid transition such as the present it would be no wonder if this cry were redoubled. We have but to recall *The Clouds* of Aristophanes to see how a new education inevitably raises against those who follow it exaggerated and prejudiced charges of disrespect for authority and age. The two incidents of the past five years which have been cited as giving colour to these strictures will not, as all familiar with them understand, bear the weight put upon them.

* * * *

This examination has held for a century a unique position in the eyes of the world corresponding somewhat to the Derby in horse-racing. There may be better scholars at the Universities; the Classical or Science Tripos at Cambridge or Greats at Oxford may be a better examination; but for the populace at any rate the Senior Wrangler is the premier student of his year, and to the Mathematical Tripos list a general attention is given that is accorded to no other. It is therefore pleasing to find that Indian students

are found to compete with success in this as in other examinations. This year, it is said, the standard of the candidates has been very high, far higher than last year. Their success is therefore all the more creditable to the candidates from this country.

An interesting fact in connexion with the Tripos is that this year's Senior Wrangler has mounted to his place by that ladder from the public elementary school to the University which the educationists of last generation strove so hard to set up. He owes his early education to a Birmingham Board school, from which he passed with a scholarship to King Edward's Grammar School and thence to the Mason Science College in the Midland city; thence again with a scholarship to Trinity College, Cambridge. About fifteen years a poor London Board school-boy made his way similarly to the position of an exceptionally brilliant Senior Classic. But as already explained this success was not so conspicuous as the present one. The people in general will not understand as never before that 'the educational ladder' is a fact, and that the path to the highest academic distinction in the world is open to any child, however lowly or poor.

* * * *

The renewed vigour with which as our Educational Notes show the education of the blind and deaf is being pressed forward in England coincides with a movement in the same cause in India. We published two months ago a circular which showed that provision had been made by 'Hindu gentlemen in Madras for the instruction of the blind. At the beginning of the year a society was started in Madras on a Christian basis with the same object. We

understand that encouraging progress has been made in the teaching of the deaf and dumb in Calcutta. Recently, we learn, Miss Askwith at Palamcottah has supplemented her successful Blind School by a branch for the dumb. An institution for the blind also exists in a northern city—Amritsir, if our memory serves us. The work done by Mr. Garthwaite—assisted by the Rev. J. Knowles of Pareychaley—in the preparation of a general Indian alphabet for the blind, with primers in all the most important languages, cannot be overestimated, and removes the initial difficulties in the way of those who desire to bring the blessings of instruction to this afflicted class.

* * * *

The deficiencies of the examination system as a test of work have often been pointed out. The experiment which Cambridge seems likely to try in its Science Tripos, of making use of the candidate's note-books as an aid in the valuation of his work, will be watched with general interest. Old pupils of Bishop Westcott will remember that he employed a similar course in the distribution of certificates in connexion with his lectures. Much care will be needed for the successful working of the system, but if it can be carried out it should go far towards the elimination of the unexpected results which have so often followed science examinations. In India as in England valuation upon examinations in science has special difficulties. To attach importance to a candidate's note-books might lessen these, and secure better practical work and more systematic preparation.

* * * *

It may be remembered that a few months ago Sir R. K. Wilson proposed, in the *Contemporary Review*, that History should be taught backward. His plan has lately been discussed at a meeting of the College of Preceptors, and as might have been expected was found impracticable. At the same time support was generally given to his remarks on certain defects of the present system. There can be no doubt that in our teaching of history there is too often a disproportionateness which perhaps would scarcely be tolerated in any other subject. As Mr. Malden pointed out, the period from 1688 to the present day is in English history the all-important period, yet it is constantly sacrificed to make room and time for practically unimportant details in earlier centuries. His contention that the two important features of English history are the growth of the constitution and the distribution of the race about the world cannot be gainsaid. Perhaps there is no subject so bound down by a mischievous convention. The tyranny of ill-proportioned text-books is over the teacher in England. Here perhaps there is more room for an intelligent teacher's discrimination between the essential and the unimportant. We are convinced that one who gave their proper proportion to facts regardless of text-books would find an abundant reward.

* * * *

The last *Gazette* gives the solution at which the Madras Government has arrived of the problems connected with the Educational Department which the retirement of Messrs. Metcalfe and Seshayya and the three months' leave of Dr. Duncan had created. Mr. Middlemast steps into Mr. Metcalfe's position of Principal

of Rajahmundry College. This makes way for Mr. Hanumanta Row's well-earned promotion to be permanent Professor of Mathematics at the Engineering College. Mr. Seshayya is succeeded as Principal of Kumbakonam by Mr. C. Nagoji Row, whose transfer will be a serious loss to the Inspecting Staff of the Presidency. With the exception of Dr. Duncan there is no officer of the Department who has so thorough a grasp of the educational system of the Presidency. As Inspector he has commanded by his intelligent interest in everything that concerns education, his wide sympathies and his fairness, the confidence and respect of all with whom he has been brought into contact. All Managers and Teachers within his old circle will follow his appointment with their good wishes.

Somewhat unexpectedly perhaps Mr. Bilderbeck has been appointed to act as Director of Public Instruction in the absence of Dr. Duncan. General opinion had pointed to Mr. Stuart for this post, but presumably it was considered desirable that he should not be disturbed in his post of Principal of the Presidency College, so soon after his return to it. This certainly is an argument that deserves weight. But Mr. Bilderbeck's appointment is distinctly a good one, though it seriously weakens the staff of the Presidency College. His painstaking industry and interest in every form of educational activity command confidence in his administration of the Department during his brief term of office.

* * * *

The extravagance with which American institutions have scattered American Degrees, broadcast their honorary degrees has at last brought about a healthy re-action. Genuine scholars

have become so disgusted with the depreciation of educational titles that steps have been taken by the Graduate Clubs to check the abuse. A committee having been appointed to investigate, its report has been considered by large assemblies of graduates with the result, we are informed, that it is likely that the *Ph.D.* and perhaps *Sc.D.*, *M.D.* and *Pd.D.* will cease to be given *honoris causa*, and that other titles will be given more sparingly than before. The report mentions, by way of emphasizing the necessity of moderation in the granting of these 'distinctions,' that there are in the state of Pennsylvania alone 120 institutions empowered to grant degrees. The following extract is noteworthy:—
"The colleges for women throughout the country have set a good example in refusing to confer honorary degrees. Very few have at any time been guilty of the practice."

* * * *

In the celebrations of Jubilee Day the school children throughout the Empire have had their full share of attention. Nothing seems to have been left undone anywhere which could assist in impressing upon their minds the associations of the day.

The memory of it and the Queen in whose honour the day has been set aside should therefore be handed down for many a long year to come. Many records of the day's proceedings have been forwarded to us from various schools and colleges, but pressure upon our space prevents us from publishing all, and we have decided to evade the invidious task of selection.

* * *

EMINENT EDUCATIONISTS IN INDIA.

IV.—RAO BAHADUR S. SESHAYYA,

Late Principal of Kumbakonam College.

In this issue we have the pleasure of giving to our readers the portrait of one who is deservedly regarded as the leading Indian educationist in the Madras Presidency, one who has worthily maintained the traditions of the teaching profession and transmitted them enriched with one more example of a life devoted to ministering to youth.

Sadhu Seshayya was born at Cuddalore in July 1841. His grandfather, one of the first to learn English in that early settlement of the East India Company, had some reputation for English scholarship, and was employed as an English clerk in his native district and that of Tanjore. In this capacity he enjoyed the patronage of a civilian by name Arthur Brookes. Mr. Seshayya recalls with gratitude to this day how Mr. Brookes, a short while before his death, sent to his old clerk's two grandsons his blessing and two copies of Murray's Spelling Book, so that when they grew to boyhood they might learn English.

As a boy young Seshayya was brought up in strict domestic discipline. For his mother, whom he remembers as a model of every feminine virtue, he had the greatest regard. Though he was a Tamilian by birth, the first language he learnt was Telugu. His teacher was a good Telugu scholar, whose independence of character and devout piety made a great impression upon his mind and gave it a religious turn which it has retained ever since.

This Mr. Seshayya counts one of the great blessings of his life, for he holds that man without faith in God is as a boat without a rudder.

Until he was well into his teens his studies were confined to Telugu, Tamil and Sanskrit, and such Arithmetic as could be picked up in an ordinary Patasala. He learnt also Marathi as likely to be useful to him should he enter Government service. But when the old system of keeping accounts in Marathi was abandoned by Government, he considered it necessary to learn English. In 1856 he was sent to the Zillah school at Cuddalore. He dates, however, his real study of English from 1857, from which date under the excellent teaching of Mr. Garthwaite he made such rapid progress that, after two years, he needed scarcely any help. He read English books voraciously, showed considerable aptitude for mathematics, and was monitor of his class, when to be monitor meant to be called on occasionally to teach it. Sir Philip Hutchins, then a young civilian in South Arcot, recalled in a letter recently written to Mr. Seshayya from London, the impression he made on him in those early days. 'I have never forgotten,' he wrote, 'the bright boy at the top of McCarthy's class in 1858! You have since then more than justified what I thought of you. Your career has been a most distinguished and useful one, and I am sorry it is

coming to an end.' The youth came also under the notice of Sir A. Arbuthnot, then a Director of Public Instruction, who was so pleased with his answers in an examination he conducted that he offered him a scholarship to enable him to proceed to the Presidency College at Madras. But the difficulties of a journey to Madras and of life in that city were at that time so great that he preferred to remain in Cuddalore.

In 1860 he accepted a teacher's place in the Zillah school at Cuddalore on Rs. 20—the beginning of his long career in the Government educational service. Unassisted by any teacher, but stimulated to some extent by the fame of such bright students as the late Sir T. Madhava Row and Mr. Gopala Row, he kept up his studies. In 1862 he passed the Matriculation in the first class, gaining a scholarship to the Presidency College, which, however, the necessity of supporting his family prevented him from accepting. He passed the F.A. in 1864—the year in which that examination was held for the first time. Two years later he was transferred to Kumbakonam College, and thus came into close relations with Mr. Porter, who was at that time its Principal. Of him Mr. Seshayya has said: "It was a rare privilege to be placed under the influence of that distinguished educationist. Intellectually and morally he was one of the very best men I have known. Added to his reputation as a scholar and man of science were his singular devotion to duty, his generous sympathies and his large charity. His influence for good over his subordinates and his pupils was unbounded, and yet his ways were exceedingly unobtrusive. I was his colleague in work for several years. It was, I believe, my greatest fortune in life."

It was in 1869 that the first batch of

Kumbakonam students appeared for the B.A. In the same year Mr. Seshayya graduated, taking this examination like its predecessors as a private student, yet with distinction. Seventeen years later he was appointed a Fellow of the Madras University, and four years ago the title of Rao Bahadur was conferred upon him.

His experience in the educational service has been wide and varied. He has acted as Headmaster in the Colleges at Calicut and Bellary. He has again and again served as Professor of the Presidency College, for the first time as long ago as 1874. For some months in 1885 he was Principal of the Normal School in Madras, which has now become the Teachers' College. Six times he has acted as Inspector of Schools. But the greater part of his service has been passed at Kumbakonam, and it is with that place that his name seems most naturally connected. For the last eleven years his work has uninterruptedly lain in the Kumbakonam College. Eight years ago it was placed for a while under his charge, and this year he has had the satisfaction of being gazetted its Principal. Unfortunately the rules of the service have since necessitated his retirement, but the honour remains, and with it the satisfaction of knowing that he has opened the way for other natives of India to the same honour. In his retirement the gratitude of hundreds of students and the good wishes of all will go with him.

His career has been honourable indeed. The zeal in the work of teaching which he imbibed in his younger days has grown stronger as the years have advanced, and after thirty-seven years of active service it seems not to have abated one jot. His position in the department has sometimes been one which a grumbler might have found irritating.

But we believe that Mr. Seshayya has never once complained, and never sought any man's favour. It is a matter of justifiable pride to him that whatever advantage may have come to him has come unsolicited.

Though he has taught Mathematics and History, English literature has been for many years the chief subject of his teaching. He has been accustomed to make use of Tamil, Telugu, and at times Sanskrit in his lectures, quoting with telling force in illustration of some passage in an English author parallel passages from Indian classics. For he is a lover of vernacular literature, and one who believes that in poetry the Indian languages have a most valuable store. The contempt with which so many of the rising generation regard them is to him a matter of deep regret. He cherishes the hope that they may soon be given a more adequate place in our educational system.

Of English literature he has written: 'It has been an inspiration to me. One of the books highly esteemed by me—esteem is a mild word, I should say almost adored—is the English Bible. Carlyle has pleased me very much. Tennyson I cannot sufficiently admire, chiefly for his style. Shakespeare, Milton, Shelley, Wordsworth, I can never be tired of.'

He is not one of those who act as if the teacher's work was confined to the class room. His influence over his students has been deepened by his intercourse with them out of College. His hospitality has been large. His liberality has helped many a struggling youth. Nor is it only the College in which for the time he was teaching that has had his sympathies. The Town High School at Kumbakonam owes much to his

stimulus and care. In the spread of education generally he has taken a deep interest.

Mr. Seshayya has very kindly furnished us with the following statement as to the movements which have interested him and what he considers to be the needs of the time. His words will be pondered by all who respect experience and crave wisdom to face the problems of the age:—

"The Brahmo Samaj movement interested me much, and at one period of my life I was almost a Brahmo. Again I was one of the supporters of the Vedasamaj. In course of time I found that these movements failed, or produced little impression upon the mind of the people, chiefly because they did not appeal adequately to the highest religious instincts of man. Social movements have always interested me—the widow marriage movement in particular. I have sometimes taken active part in them, and have always supported the party of reforms against social tyranny; but my own conviction is, after the experience of years, that it is no easy task to sail safely away from the old moorings, which have the support of religion. A healthy religious revival is necessary before healthy social changes can be safely established. I have always freely communicated my views on these and other questions to successive groups of pupils and friends. In spite of us, changes are coming upon us—English education, English commerce, English Government and its accompaniments are large educational factors; but they need wise direction at the hands of those who are responsible for the training of the coming generation: else we may drift into grievous blunders. Heaven avert them! I have cautioned men against pseudo-politics and pseudo-patriotism, that patriotism which helps men to help them-

PRESENTED WITH THE EDUCATIONAL REVIEW.
JULY 1897.



*From heart-Success
S. Seshayya*

RAO BAHADUR S. SESHAYYA.
Late Principal, Kumbakonam College.

selves cheaply. What the country needs is a body of *workers* and not patriotic talkers. Talking, though it is a highly useful function, is liable to be grossly abused. Real humanity is love and charity; these we must learn and practise. Other things will follow as a matter of course. English vices, political and social alike, are very easy to imitate; but not the solid virtues of Englishmen, as a nation of sturdy workers. Man's real glory consists in work for self and others.

"A teacher's mission has many sides and aspects; and he who would gladly teach must gladly learn, and be unto his pupils an example of noble-minded truthfulness, charity and purity. It is a high ideal: we mortals must strive to attain it. In this humble spirit I have worked, with what success I lay at the feet of God. I am ever and ever reminded of my serious shortcomings. I have always felt my class of boys before me the most cheering spectacle to me; and my work, very imperfectly done, has been my inspiration."

ANGLO-INDIAN SCHOOLS IN THE NORTH.*

When your Secretary did me the honour of inciting me to read a paper before the Guild, he suggested that, inasmuch as I had for a long time been associated with education in northern India, I should choose for my subject "Education in Northern India as compared with education in the South." Such a subject would undoubtedly have afforded scope for a highly interesting and profitable paper; but, unfortunately, I was incompetent for the task. Of the practical working of education in Madras I know no more than I have been able

* A lecture delivered before the Madras Teachers' Guild.

to pick up from administrative educational blue-books, and to deduce from specimens of Madras students—often of an excellent sort—that from time to time I have come across.

While I have no practical knowledge of educational working in the south, I am, on the other hand, acquainted with the practical working of nothing further than Anglo-Indian education in the north; for it was only with Anglo-Indian education that I was concerned, and the dividing line between Anglo-Indian and native educational interests is in the north very specially distinct. There is, of course, a separate code for European schools, and a north Indian educationist who works in a Himalayan centre of Anglo-Indian education is absolutely cut off from any fellowship with non-Anglo-Indian teaching.

The town on the Himalayan height in which he works is more than fifty miles, perhaps, from the nearest railway station; fierce competition for Government posts goes on between the candidates from the numerous Anglo-Indian schools in the town and in the province, and the Anglo-Indian educationist's necessary share in this feverish competition is prone to run unhealthily away with the whole of his educational interest; while the only practical insight into native education that the European educationist on a Himalayan height can get is derived from the little mission school in the local bazaar, where on the rare occasions when he passes it by in school-time he smiles to see some twenty or thirty small scholars—children of the small shopkeepers of the town—seated at the feet of their munshi droning their lesson from their Hindustani readers or chanting their tables in a painfully monotonous minor key. If he is a new-comer to India and has heard little or nothing of the great things that have been done in the land,

he is seriously likely to run away with the idea that this is a fair specimen of the highest flights in Indian education.

Unable, therefore, in my inexperience, to make any suggestive contrasts between education in the north of India and education in the south, I imagined that I might, perhaps, draw up a paper of some interest on the subject of the Anglo-Indian student, sketching a few pictures of the Anglo-Indian student as he is found in the great educational centres of the north. I am not going to treat the matter in an argumentative fashion, but propose merely to try to give you some idea of the great developments of Anglo-Indian education in the part of India that I know. I have thought it possible that you might find it of interest to compare my pictures with the Anglo-Indian student as you may know him or of him in the south.

Of Anglo-Indian education it can, I believe, be fairly said that it is a remarkably different thing in the north of India from what it is down here. Leaving out the Orphan Asylums and one or two comparatively small boarding schools on the Nilgiri Hills, Anglo-Indian education in the south of India is, as it is with native education, almost entirely on the non-residential principle. The Anglo-Indian schools in Madras, whether we regard the larger institutions, such as the Doveton College, Bishop Corrie's School, and St. Mary's College, or the small Eurasian schools attached to different Churches, are mainly day-schools, in which the pupils, who reside with their friends, are free from school discipline as soon as class is over and they have left the school premises. In Northern India things are just the other way about; the boarding-school system is supreme, and people who have not been in the north have but very little idea as to what the

great Anglo-Indian educational centres on the Himalayas are like. In every great Himalayan station there are more or less numerous boarding-schools to be found, and in some of the stations education would fairly strike the visitor as being the sole serious business of the place.

In Simla, the summer capital of the Viceroy, and also the summer capital of the Lieutenant-Governor of the Punjab, officialdom in the summer time, with its scant business and its abundant pleasure-seeking, tends in a measure to crowd education out. Boarding-schools there are, to be sure, and some of them, like the celebrated Bishop Cotton's school, are renowned institutions; but, although Simla has a goodly school population, it is not by any means a supreme centre of Anglo-Indian education.

To find a supreme centre of Anglo-Indian education we may well go to Mussoorie, or other Himalayan heights, about a hundred and ten miles from Simla. In Mussoorie, education is the great feature of the place, and in the large but straggling sanitarium there are literally thousands of Anglo-Indian and Eurasian students of both sexes at work. The day-school is comparatively unknown, and these literal thousands of boys and girls are housed in the school premises and are living under boarding-school discipline. In the Church of England diocesan school there are some seventy or eighty boys; in the East Indian Railway school there are something like two hundred; in the Roman Catholic boarding-school, together with the military orphanage attached, there are more than four hundred; in the American Methodist school there are about a hundred and fifty; in a school that affects modernism and makes it its special view to anglicise the Anglo-Indian boy,

there is a goodly contingent; and a coaching establishment for lads whose parents are not keen upon school-discipline adds to the crowd; and besides these there is a shoal of small private preparatory schools where a certain number of youngsters are trained more or less in the way that they should go. So much for the boys, and nearly every boys' school—the Church of England school, the Roman Catholic school, the American school and the Railway school—has its corresponding boarding establishment for girls. Besides all this, there is a large summer boarding-school for the children of soldiers, a large evangelical orphanage, and sundry other institutions; and a census of the school population of Mussoorie would undoubtedly run into large figures.

Mussoorie is a single station; and when it is borne in mind that education in the same style, though in a slightly lesser degree, goes on at Simla, Darjeeling, Naini Tal, Murree, and other Himalayan stations, some idea of the extent of boarding-school education in the north of India can be conceived.

A school building that is to provide accommodation for the housing as well as the education of, say, a couple of hundred boys, as well as quarters for the large staff that such numbers involve, must necessarily be big, and ideas of magnified reduplications of architectural shows such as the Presidency College or the Christian College may come into your minds. It would be well to disillusion you forthwith, and to beg you to reduce your ideal. The ordinary Himalayan school is an extended bungalow—spacious and perhaps watertight, but nothing more. A domestic bungalow has in most cases been, years ago, the nucleus of the institution, and as necessity has arisen,

additions have been made, and ugly specimens of structural patchwork have been the final result.

A little more about the school buildings will not be out of place; for the manner of the ordinary building is a sort of stone allegory of the ordinary school itself. Everything is in the rough. The approach to the very best of the Mussoorie schools and to most of the Himalayan schools anywhere is necessarily disappointing. The "hills," as referring to the Himalayas, are not gentle downs like the Nilgiris, on which building is an easy matter; they are rugged peaks, backed by snow-clad heights; there is a succession of precipices and precipitous slopes on every side; plateaux, as on the South Indian hills, are non-existent, and it may be seriously stated that it is impossible to find a flat spot big enough to build even a small cottage that has not been made flat by the hand of man. Carriage roads are out of the question,—carriages in the Himalayas are of course unknown, and an ideal pathway leading up to the school under a graceful avenue of trees is a practical impossibility in the Himalayas. The approach to even the very best of the Mussoorie schools is a mere narrow, rugged, boulder-strewn path, which forms a natural watercourse during the excavating downpours of the mountain monsoons. If the approach is disappointing, the school-buildings, when they come into view at the last turn, are even more so. They are big and irregular, built of unhewn stone, roughly plastered and whitewashed, and with the wings straggling here and there according to the lie of the land. The crests of the hills run in all directions, and when wings are added to a building they have at times to be added at various acute or obtuse angles, and the result

is not on the side of beauty. An amusing story comes to my remembrance.

In 1892 some large extensions had been made to one of the schools, and the Government, having made a building grant for the purpose, required a ground plan of the new building. A Government engineer, inexperienced in the Himalayan style of architecture, was summering on the hills at the time, and in an unguarded minute he volunteered to make the ground plan—a matter, as he thought, of a mere ten minutes or so with a tape. After a preliminary inspection, however, he cried off, and he explained to me afterwards when out of the principal's hearing: "Why there isn't a right angle in the place. I should have to be measuring all sorts of bends and curves, and should have to go through a bit of serious trigonometry to get the area of each single room; and as for signing the drawing of such a ground plan as that, why, I wouldn't risk my reputation, for the Government would assuredly say I had been drunk and incapable when I drew it." As a matter of fact, it was not, of course, the principal's fault; the extensions had to go where there was ground to build upon, and it was the ground that was to blame.

The school play-grounds and cricket grounds have been laboriously formed by literally cutting off the tops of mountains. Some of the cricket grounds took literally years in levelling. Gangs of coolies, with the help of dynamite, were set to hammer and blast the top of a mountain away, and to roll the boulders into the valley below, and after many months of labour, play-grounds, in some cases broad enough for serious cricket, have been evolved. They are rough and stony cricket grounds, to be sure, and a length of coir-matting has to serve for a pitch. Foot-

ball finds favour, and even the Rugby game is occasionally played; but on a stony ground, with an edging of huge jagged rocks, it is dangerous sport. Rough and ready, then, is the character of the building, and, as a rule, there is a certain rough-and-readiness about most of the internal arrangements of the schools.

"Life in India," said some one unknown, "is one long picnic," and with life on the Himalayas this is specially the case; for it is a difficult matter to get some of the refinements of life up the cartless roads. The rough-and-readiness is not altogether a disadvantage. The average lad turned out from an Anglo-Indian school is likely to have a good deal of rough-and-readiness to go through in life—whether as a soldier in the camp, as a forester in the lonely jungle, as an engineer in the district, as a surveyor anywhere, or in any other of the professions into which the Anglo-Indian student's lot is commonly cast; and it is well that he should learn to rough it at school. Any loss of refining influences is undoubtedly an evil, but the natural tendency of the Anglo-Indian boy is to too much softness, and it is well that this should be counteracted in school. I have known a new boy to come to school with a bearer to attend to his wants—to hand him his clothes as he dressed, and to carry his books into class. Such a boy would not be likely to bring his bearer after his first term at a Himalayan school!

The actual character of the Anglo-Indian student as developed by these northern schools is dependent upon a number of conditions. It tells for his well-being that the students come from far and near. From what I have seen of the Anglo-Indian student educated in the Madras Presidency, he is distinctly a local

production. He is of Madras a Madrasi. In the Himalayan schools, however, the lads are gathered from all quarters of India. In the particular school which I have in my mind there were of course numerous boys from the N.-W. Provinces and the Punjab, but besides these there were numerous boys from Calcutta and Bengal, boys from Bombay and Karachi, boys from Madras, and a goodly contingent all the way from Burma; and any one who travels across the Bay in the beginning of December or towards the end of February is almost sure to find on the steamer a party of lads going home to Burma for the holidays or returning to India to school.

There is also, as a rule, a small contingent of boys from England, who come to India to finish off their education. This may seem a somewhat *vice-versa* statement, but it may be explained. There are numerous well-paid services in India, under Government or otherwise, which in these fiercely competitive days attract even candidates from home, who have no hopes of the covenanted service or who in some cases have failed in the examination, and it is by no means an uncommon thing for a lad who has had a good home education—generally the son of Anglo-Indian parents—to come and spend a couple of years at a Himalayan school to be coached for one of the services the gate of which is in India. This great variety of characters that a boy in a large Himalayan school is likely to rub against is an excellent specific for narrowness of thought and idea. It may be remarked, without prejudice, as a fact by the way, that British spirit and British methods bulk much more largely in these north-Indian schools than in the south. A large number of the boys are English-born, and a very large number are of pure British descent; but any way the variety

of characters is an excellent feature in the economy.

Another excellent factor for good lies in the great mixture of the "classes" with whom a boy rubs shoulders in a north-Indian school. The depreciated rupee has laid many a well-placed man under the necessity of keeping his children in India who, with the rupee at two-shillings, as in the pagoda-tree times, would have never dreamed of doing otherwise than sending them home; and the consequence is that in a Himalayan school the boys, from the social point of view, are a great heterogeneous mass. Side by side in the class-room or in the dormitory will be found the son of a sergeant and the son of a colonel, the son of a railway traffic manager and the son of a railway guard, the son of a collector and the son of a collector's clerk, boys studying for entrance into Sandhurst and boys whose highest hope is to enlist, boys studying for the medical entrance examination in London, with hopes of Netley, and boys studying for the subordinate medical service in India. In a land like India, where to the multitudinous respecters of persons, civil or military officialdom is akin to the divine, a radical upheaval like this is an excellent specific for snobbery, and it is a matter of fact that in a Himalayan school, although "sets" and "cliques" are of course but natural, the friendly relations between the well-born and the humble are usually untouched by any unpleasant display of social conceit. These cliques and sets exist, to be sure, in a somewhat marked manner. There are cliques, for instance, founded upon the social position of fathers and cliques founded upon colour. In a properly-disciplined school the sacred question of colour is rarely or never, of course, dragged into words, but there is a tendency for a sort

of division to come about, of itself as it were, between one set of boys and another. The very genuine enthusiasm for sport prevents these distinctions, thank God, from making things unpleasant. In the ardour to defeat all comers at cricket or football or at the annual exhibition of combined sports, every boy gets considered on his merits, and the son of the colonel or the English boy from home will have no chance against the son of the soldier or against the darkest Eurasian in getting into the eleven or into the team unless he is likely to prove a more doughty representative of the school honour.

There are certainly circumstances, however, that tell against the well-being of the student in an Anglo-Indian school, and one of these circumstances is the fact that as a present rule the Anglo-Indian school boy is better educated than his parents. The sons of well-educated men are exceptions, and the sons of lucky soldiers, old-fashioned apothecaries, railway servants, mechanics, and so on go to make up the general crowd. The son, therefore, educated under the modern high pressure of the code has in many cases gone beyond his father's attainments long before he has got out of the school standards into the college classes, in some cases, even before he has got out of the primary forms, and in educational matters the son is master of the situation with his father. The consequence is an evil one; foolish complaints on the part of a boy are accepted as serious by his parents, and in many cases the boy is considered by his parents to be the best judge as to whether he shall return to his old school or go to another of his choice. The influence of a son over uneducated parents is positively astonishing; all sorts of foolish requests are preferred to principals, and I can actually remember a case

in which a couple of tins of Bristol bird's-eye tobacco were sent from home to a child of eleven with a covering letter from the foolish father requesting that, as a special circumstance, his particular hobby should be allowed to smoke.

In a station where there is a crowd of competitive schools the evil of the conditions will be seen under which a master knows that if a pupil takes offence at a rebuke or grows under an attempt to push him laboriously on with his studies, the pupil may possibly have it in his power to get his parents to withdraw him and send him to a rival's care. Luckily, as education is spreading, and the educated products of Anglo-Indian schools are themselves becoming fathers in their turn and sending their own children to school, the evil is lessening, but it will be a long time before its effects have actually passed away. Another evil lies in the paradoxical fact that although most of the schools are possessed of considerable wealth, they are usually poor. Their wealth lies in land, and their poverty lies in a want of cash. Some of the older schools own literally miles upon miles of forest-covered hills, acquired, perhaps, in the old pre-mutiny days, when grants of land could be had for the asking or for the most nominal price. In the unbusiness-like hands, however, of educationists, the forests are allowed to run to waste, or even to be visibly ruined by the axes of unrestrained hillmen, who for a few occasional annas bribe the sinecured forest watchmen to be "mum" as to their daily choppings. The fees, on the other hand, that come in from the boys are of a very moderate sort. Forty or fifty rupees a month, paid only for the months during which the boy is actually at school, is about the maximum, and in cases where the parent is unable to pay so much, considerably

less is often accepted. In a good many of the schools the poverty tells disastrously on the teaching. For the college classes and for all classes where the educational results come into competitive comparison with other schools, good masters, generally direct from England, have to be engaged; but down in the lower classes the youngsters are often left to teachers who are by no means fitted for their work. In India, where accent and general bearing are matters of so much importance, the moulding of the small boy is a more serious responsibility than the training of the senior student, and the improvement of the junior teaching is a feature in perhaps most Indian schools that needs serious consideration. I can answer for it that in the north as the result of imperfect teaching in his younger days, a boy often comes into the higher classes so wedded to evil pronunciation and to an undesirable bearing generally, that attempts at reformation come too late, and furthermore the boy often comes so unprepared to enter upon a course of higher study that the senior master's time is so fully occupied with making up for lost years in the lad's scholastic training that absolutely no time is left to the senior master in competitive days for much else than for a high-pressure direction of studies.

The strain of work in the higher classes—the result, in a great measure, of this imperfect elementary training—is indeed most serious, and when the eventful time of an examination is drawing near, all sports have to be barred to the candidates, and an enthusiastic master will at times be found working perhaps up to a late hour of night with a party of willing boys. The seriousness of this competition, in the present times when posts are rare, is seen in the instance of the entrance examination for the engineering class at the

Roorkee Engineering College. The Government offers four posts as engineers or sometimes five, every year for competition, and for those four posts there are perhaps sixty or seventy competitors, and the number is increasing annually. Prior to 1883, the engineering posts were a sort of Anglo-Indian preserve, but since the passing of the Ilbert Bill they have been thrown open to the whole British Indian world, and it is by no means an uncommon thing now for a native to head the list. Still, however, following the old traditions, Anglo-Indian students continue to form the larger number of the competitors, and in a single school, perhaps, there will be a class of a dozen all competing as it were against one another as well as against the world.

For two years beforehand the lads are working at ever-increasing high pressure, and this when the master knows that for most of them there is absolutely no chance. Besides the first four on the pass-list, the Government admits a few others as students in the College, but only four will get Government posts. The actual allotment of the posts depends not upon the entrance examination, but upon the final examination in the College, and students are thankful to get even among the number, usually about twelve, of those who are allowed to enter the institution. Government examinations are the bane of a Himalayan College. They occur at all times of the year; there is the Forest examination, the Accounts examination, the Opium examination, the Police examination, &c., &c., and one set of students or another—and the *omnium teach'em* unfortunate master along with them—is always at the highest pressure; and the continual worry—for it is impossible for all save a few to stand first—is most troublesome. Further-

more, it tends to spoil good teaching, for it is out of the question to have a separate master for every Government examination, yet the subjects for each are absolutely distinct, and a master's attentions are divided between many.

Yet the days pass pleasantly enough. The climate is deliciously bracing, with great cutting blasts from the snowy range that would astonish the vegetation on the Nilgiris, and the health and spirits are usually of the best. The doctor who in a recent address at the Victoria Hall spoke of Eurasians collectively as having pen-holders for arms should go up north and see the Eurasian there. He should see him there doing battle with British soldiers on the foot-ball field and doing battle with the widely-selected station eleven on the cricket field; he should see a cavalcade of Anglo-Indian and Eurasian boys sweeping round the gymkhana on hired ponies or playing the jockey on ponies lent them by members. One of the finest specimens, too, of the Eurasian that I can remember—a champion at cricket and foot-ball and a sturdy muscular lump of a lad—came somewhere from the Madras Presidency itself. His name I remember well, and it is only a year or two ago since he passed out of college. Yes, the Anglo-Indian student, *i.e.*, on a Himalayan height has fine times; the station is lively, and the almost invariable college dramatic stage helps to keep things gay. Discipline, of course, is sometimes, or perhaps often necessary, but as a rule the hale and healthy fellows are brimful of merely good-natured humour, which often finds vent in jokes that are altogether of a non-stereotyped school sort. I smile as I write to think of some that occur to my mind.

Taking him all in all the north-Indian school-boy is well off, but I think the best

summary of the state of affairs that I ever saw lies pithily in a letter which was once upon a time written by a Principal of a Himalayan school to a Government official in Calcutta. It was an official of somewhat high rank, of a class indeed that by no means, as a rule, has its sons educated in India. This particular official, however, was in trouble with the rupee, and the fame of Himalayan schools had reached his ears, and he wrote to the Principal to ask whether he would seriously advise him to bring his son out from home and send him up to the north. The Principal replied:—"If you would be satisfied that your son should be educated as well as he would probably be in England, that he should be in the best possible health, and that he should thoroughly enjoy his school days, by all means send him, but if you want him to be an unmistakable Englishman, and to develop as a school-boy in such a way that he would be likely to play a brilliant part in the society in which as your son he is likely to be thrown, I would recommend you to leave him where he is." The official acted upon the very sincere advice.

While I write, it strikes me that any one here who may be interested in Anglo-Indian education down in the south may be inclined to condemn my account of the Anglo-Indian student as a glorified advertisement for the Himalayas. If so, I must deny the possible charge with an apology. I have given a description of things as they are in the great centres of Anglo-Indian student life, and, from my memories, you must please forgive me if I have appeared somewhat inordinately enthusiastic.

My time has come to an end, but there is one thing on which I wished to touch. In North-Indian Schools there is a tremendous

waste of good teaching material. In each and every school one or more graduates, perhaps of British universities, will be teaching a few boys—two, or three, perhaps, in each school—for the F.A. or other examinations. It has often struck me that the Government might do a good turn to Eurasian and Anglo-Indian Education by establishing a high school and college, open of course, like all Government Colleges, to all comers. Such an institution would be attended by pupils from the different institutions already established, which for the senior students would serve as boarding establishments, and be relieved of the wasteful charge of getting out “professors” for only a few boys. If any such Government institution were started, Eurasian and Anglo-Indian boys would be better encouraged to proceed to higher education than at present, though the Government would not have acted beyond the scope of its principles by establishing an institution, as demanded by many, for the especial benefit of non-native students. The thing is worthy, I believe, of consideration, and with this suggestion before you, I will bring my paper to an end, with apologies for its length.

H. GLYN BARLOW.

EDUCATIVE RECREATION.

In spite of the fact that the system of education is being largely improved in every grade of school, that more subjects are taught, better “results” obtained, higher percentages of “passes” gained, it appears to me that there is one thing sacrificed to this end, and that is what goes under the name of “general information.” So much has to be taught in a given time, that there is little or no opportunity for wandering off the beaten track, and should a child show a special aptitude for

any particular branch of study, he is pushed along that one line, until he is utterly unable to leave the groove, and his other powers atrophy for want of use. Now, however successful the man of one idea may be, he is none the less mentally deformed, as a man who develops one limb at the expense of the others is, beyond question, physically deformed. As education is undoubtedly intended to fit us for life, and as most of us will have to be content to the end without becoming “authorities” on any one branch of learning whatever, the mediocre so far outnumbering the geniuses, for pleasure and profit, the possession of a fair amount of “general information” seems not only an absolute necessity, but the best equipment possible.

To illustrate my meaning I will give three remarks lately made to me, which brought home most forcibly this lack of our system of teaching. The first was made when some allusion was made to the Lutheran Church. “Lutheran? Why Lutheran? Martin Luther, Oh! The only thing I know about him is that he once threw an inkpot at the devil, didn’t he?”

Number two was from a young lady who had enjoyed the great educational advantages of a journey round the world. Among other places, she had spent some time in India, and she was describing her visits to Delhi, Lucknow, Cawnpore, when a question was put to her as to the well at Cawnpore. “Well? What well? I never heard of any particular well at Cawnpore.”

The third on hearing a quotation from the *Revenge*, asked, “Where did you say that came from? The story of the *Revenge*. Oh! dear no, never heard of it before. Whose revenge? A ship! Ah! by Tennyson, that accounts for it, never could read Tennyson.”

These are facts, and these were educated people, Cambridge certificates were not unknown to them, and at least one of them could speak French and German. But what amount of pleasure must be lost, and how much in conversation, art, and books must appear absolutely meaningless.

I found myself wondering how it was that, looking back as far as my memory carried me, Martin Luther was as real and living a personage as those before me, that Marochetti’s Angel on the well at Cawnpore was as vivid an image as if I, too, had seen it with actual eye, and that the fact that one could not read Tennyson (!) did not satisfactorily account for never having thrilled with the story of the gallant little *Revenge*. And I found that all these things were woven into our lives, not because we had learned them from lesson books, or been taught them at school, but because to us they had come in the way of play. We had been these people, we had lived with Luther, had stood by him all the way through his long and glorious struggle, we had passed through the Mutiny, we had been amongst those who had caught the strains of “The Campbells are Coming;” we had been of the hundred fighters on the deck of the little *Revenge*, and times o’er had we fought the fight of the one and the fifty-three.

It is to the utilisation of the hours of recreation as a great educative force that we would direct attention. It is astonishing that such a large factor in the formation of mind and character should be so often neglected, that the hours of recreation should be allowed to run away in wasteful riot, instead of being directed into channels of most pleasurable and profitable amusement. Of course children must play, their minds need rest and relaxation after the strain of their lessons and school

hours, but play and rest need not mean the vacuity and boredom that they often are indoors, nor the quarrelsome horse-play they too frequently degenerate into in out-door games. Some play is an absolute necessity to mankind, and has been for all time. We know that, proverbially, all work and no play makes Jack a dull boy, and out-door exercise must be taken, but surely recreation should mean something more than the mad passion for sport, which threatens to become the one object of worship—in England at least.

Think of the opportunities that the newest craze, the bicycle, brings within the reach of so many. Historic England is all before them, its old castles and battle-fields might make the past alive again for them, but to the large majority it is simply a case of so many miles an hour, and last year’s record to beat. But it is with the children that we are particularly dealing, and their recreation naturally divides itself into Reading and Play, and both of these, while not deducting in the very least from their recreative qualities, may be made truly educational.

Of making children’s books there is no end, and in most cases it is a simple frittering away of brain power and time to give to the children such mental pabulum as is afforded by most of the books written for them. They look at them, weary of them, and ask for more. But give them really good books, and they read them till they know them word for word, and live in them, till their minds are completely saturated with the subject. Give them the best fiction, if tales are needed, for a child will gain from it, perhaps, a better idea of the times, modes of living, and manners than from any history he may be set to learn, since fiction may be permitted to enter

into details, and impart more individuality than history can allow itself to do; though for life and colour no fiction can compete with such histories as Macaulay's, which a child will simply devour. A child's memory is very retentive, and even if there is much he does not quite understand at the time, that will be stored away in his mind, and years later will fall into its place.

As to the safety, a child's mind has the most happy faculty of gliding over slippery ground, and the greatest masters have kept their pages free from the taint that has sullied much of the literature of the day. Besides that literature does not impart any information of the kind interesting to children. Give them Walter Scott, Conan Doyle, Stanley Weyman, they will not only revel in the books themselves, but will be induced to read all authentic accounts of the times they depict, and search for themselves the historical authorities.

But if purely childish books must be had, what can be more delightful than such a book as Lamb's *Tales from Shakespeare*, or a child's version of the old mythologies, or the old legends of other countries.

Tales of daring and adventure are just as entrancing when true, actual heroes as grand as fancied ones, and can all be found in a guise interesting to the smallest child. Maturer years will thankfully acknowledge the wisdom of the plan, and be grateful for the information so pleasantly acquired, and for the vast amount of time saved that would otherwise have run to waste. The mind will receive strength and tone, instead of frittering its powers away.

Then as to games. Much history and geography can be taught by means of card games, quite as fascinating and as easy to play as

Snap, and its many kindred diversions. Quartettes of authors and their works, counties and their towns, kings and the chief events in their reigns, all fix such things indelibly in the mind of a child, far more from the playing of them than from the learning of them as lessons. The endless pencil and paper games, the round games such as countries and their exports, quotations and their authors, rhymes to finish, with the numerous variations that may be made, all help to furnish the mind, while they are as truly recreation as rough, noisy play or absolutely meaningless games.

Any one who has watched children at play knows how they like to "make believe." They love to play at school, making-believe to be the "teacher," or to be "father," or "mother," or other grown-up person. It is just as easy for them to make-believe to be some historical personage, or some character out of their favourite books. Let them live their books over again in their games; to take Mansoul, or go on pilgrimage with Christian, to live with Robinson Crusoe and Friday, to win Bannockburn or to scatter the Armada in play, will make an ineffaceable impression on their minds.

All those who have read Kenneth Grahame's "The Golden Age" (and for those who have not, if any there be, life holds one more pure pleasure in store) will remember how those most delightful children hurtled and clashed as Sir Lancelot. Looking back, with what regret! to that vanished Golden Age, I see a garden and an attic, as the weather shone or frowned on us, where we, too, hurtled and clashed with Sir Lancelot; yes, and died on by one round the Standard at Senlac, filled with undying hatred of the Norman. (These childish hates, too, take long to

eradicate; it is hard even now to be just to the Conqueror!) We took to the fens with Hereward and Torfrida, we defied the might of Edward with Wallace. We discovered America with Columbus, sailed round the world with Drake, and humbled the pride of Spain. With "our heads all stooping low and our points all in a row" we "burst on the ranks of the accurst" at Naseby, we swung our claymores at Culloden, and we fought and conquered at Waterloo. We did not neglect other countries, as our devotion to such heroes as Tell, Luther, or Henry of Navarre might testify, and for our chosen heroes in our favourite books we were ready to do battle to the death at any hour. Alas! the path of learning is much harder now, our Golden Age has gone, never more to return, and with Kenneth Grahame we sigh because we fear it is only too true "that we, too, are becoming Olympians."

E. J. SIZER.

BENJAMIN JOWETT.

Except perhaps Newman there is no figure which has filled so large a place in the academic world of the Nineteenth Century as Benjamin Jowett. Indeed if we are to judge of the strength of a man's personality by the myths which gather round it, 'the Master' must stand first among all the Englishmen of the century. But a University soil is unduly mythopoeic, and this test is unfair.

The publication this year by two friends of a biography of Jowett has pleasantly recalled his career, and, though he moved in a world very different from that of India, a brief account of his life may not be without interest to Indian readers.

He came of a Yorkshire middle-class family, though the branch to which he belonged had settled in London some generations before his

birth. His father failed in the family trade of furrier and indeed found no pursuit in which he could succeed. Young Benjamin accordingly grew up to an acquaintance with poverty and the discomforts it brings. It is difficult to imagine that he could have attained his later prominence but for the help accorded him by the Mercers' Company. This is one of those London Companies which retain the part in the government of the city, and administer the accumulated wealth, of the mediæval Gilds which made the commerce of London. Realising that their inherited wealth with its large unearned increments is a trust which they hold for the people, these companies devote no small part of it to the provision of thorough education for children and youths who otherwise would be debarred from it. Through the Mercers' Company, then, Jowett was in 1829 at the age of twelve admitted into St. Paul's School—the excellent Grammar School founded at the Revival of Learning by Dean Colet, in the Churchyard of St. Paul's Cathedral. Poverty had compelled his mother to take up her residence along with her other children at the house of a relative at Bath. Jowett lodged with his father about a mile from his school, taking his dinner with his father in the recess at a city cook-shop. The poverty of the family did not permit of his travelling to Bath even for the vacations. Thus the boy grew up, leading a strange lonely life with no home surroundings and with few friends. His quiet studious habits combined with his abilities carried him to the head of the school, and it became necessary to decide on his future career. His success at school naturally pointed to the University. But his poverty prevented him from going forward without a scholarship. And in those days College Scholarships were in general restricted to certain schools and to those pupils of these schools only who fulfilled certain stringent conditions. To St. Paul's school scholarships were annually given by Trinity College, Cambridge, and to that College Jowett lodged to proceed. But his career at

St. Paul's was too short to qualify him for these scholarships, and he saw them carried off by fellow-students to whom he was superior. One College, however, had seven years before taken the radical course of throwing open some of its scholarships to public competition, and just in time this opportunity was brought to Jowett's notice. Accordingly in 1835 he competed for and obtained a scholarship at Balliol College, Oxford, which was henceforth to be the scene of his life's work. Even with this scholarship, however, he would have been too poor to enter upon a University career, had not the Mercers' Company once more come to his assistance. It provided him with an exhibition or small scholarship, and to furnish him with sufficient funds to meet the initial expenses, gave him £100 as an honorarium for cataloguing the School Library. And so in 1836 he proceeded to Oxford. His undergraduate career was a continuation of his school life. His habits and his poverty restricted his intercourse with his fellow-students. "He was nicknamed Melchizedek because so little was known of him. He made few friends, and these chiefly among older men; but one of them was Stanley, whose friendship was invaluable. He was generally regarded by the students as a recluse, and by the college authorities as a child, but his scholastic success was brilliant. Enabled by an anonymous gift of £20, provided for that purpose, to read with a 'coach' for the Hertford scholarship, one of the great University distinctions, he carried it off at the end of his first year. And in 1838, while still an undergraduate, he secured a Fellowship in his own College. Four years later he was ordained as a clergyman of the Church of England and became Assistant Tutor of Balliol.

At this point it may be convenient to deal with his theological position, which had no small influence upon his academic career. Home influence as we have seen counted for little in moulding Jowett's views, but so far as it went it tended to incline him to that Evangelical party in the

Church of England which owed its existence mainly to the work of Wesley, whose most prominent member was Wilberforce, and which founded and still maintains the great Church Missionary Society. When Jowett went to Oxford he found it divided by theological controversy. Besides the Evangelicals, there were the Puseyites, led by Pusey, Keble and Newman, from whom is descended the High Church party of to-day with its sacerdotalism and ritualism and Romeward leanings; and there were the champions of 'Liberalism,' the Broad Church party, fed especially from Rugby whence Arnold was sending men like Stanley and Clough and his own son Matthew. Like many others of the young Oxford intellects Jowett came for a moment under the Puseyite impulse, but before he had in any way committed himself to that party its influence upon him ceased. His friendship with Stanley confirmed him in his natural tendency to the Broad School, of which he became after his friend's departure from Oxford the champion within the University. This tendency was still further strengthened by his study of German theology which began with a visit to Germany in Stanley's company in 1844. This quickened in both Jowett and Stanley the desire—which occupied so much of their thoughts through life—to spread by example and precept throughout the English world a more scientific method of studying the Bible. After many years' toil the two friends issued simultaneously in 1855 their first contributions to this reform. Stanley's was a commentary on St. Paul's Epistles to the Corinthians; Jowett's a similar commentary on St. Paul's Epistles to the Romans, Galatians and Thessalonians. There is much in both books that is unsatisfactory and mistaken, but the method adopted in each—which was the main point contended for by the friends and obnoxious to their opponents—is now the method adopted by all Biblical scholars. What that method is was set forth by Jowett in his contribution to the *Essays and Reviews* published in 1860—the essay

on 'The Interpretation of Scripture.' Both Evangelicals and Puseyites approached the reading of the Bible in an utterly unscientific way, forgetful of the variety of its authors, the development of its revelation, the relation of its books to one another; often straining its language, and applying unreasonable canons of interpretation to it. In the spirit of Arnold the two friends insisted that the historic sense must be turned upon it and its words taken in their plain meaning. In the epoch-making phrase of Jowett's essay 'The Bible must be interpreted like every other book.' They demanded that the methods which the classical scholar employs in interpreting Virgil or Demosthenes should be employed to ascertain the meaning of Isaiah or St. Paul. 'Before we can make the Old and New Testaments a real part of education, we must read them, not by the help of custom and tradition in the spirit of apology or controversy, but in accordance with the ordinary laws of human knowledge.' The new method implied no disbelief in the Bible as a divine revelation. For both Stanley and Jowett it was the Book of books: they believed enthusiastically in its authority and in its moral and spiritual educative power. Their aim was to free its study from methods which prevented it from exercising fully that power, and to enable it to speak its own unadulterated message to men. These publications created at the time bitter controversy. There was much in them that gave their critics ground for censure. On many points raised incidentally the friends were doubtless heterodox, and to this day it is uncertain whether their divergences from Church of England doctrine were not such as to justify the demands made by their opponents that they should resign their position in that Church. To these demands they refused to listen, maintaining that as a national Church, changing necessarily with the times, it must make room for views like theirs or cease to exist.

After 1860 Jowett published nothing more

upon theology, though he cherished the purpose of writing upon comparative religion. Above all he desired to write a Life of Christ, but the years passed without the inspiration which he felt to be necessary for such a work. No new publication of his therefore fed the flame of theological controversy, but his presence in the University was a great liberalising influence, and until his death he remained the champion of the Broad Church, potent alike in the respect of his following, and the dread of his opponents.

We may now turn back to 1842 and follow his academic career without further interruption. As we have mentioned, it was in that year that he commenced his duties of Tutor. The Tutor in an English University is supposed to have the care, parental and educational, of a certain number of the students in his college. Half a century ago the students depended upon him for teaching more than they do now, but if all accounts be true, his responsibilities usually sat as lightly upon a tutor then as now when he shares them with others. Jowett, however, took his duties seriously and devoted himself to their discharge with pains which must have then seemed stupendous. The reminiscences of old pupils contributed to his biography give us a fairly clear picture of his activity at this time. He was apparently not a great teacher in the ordinary sense of the word. In preparing men for examinations he was 'not a success.' But he 'gave one glimpses.' "He had the Socratic art of saying to youthful eagerness 'are you sure you are right', but of saying it in such a manner as to develop zeal in the pursuit of truth. He discouraged dogmatism; he encouraged thought." He often chose for his lectures subjects not set for examination. But in other respects he deserved the title of 'the great tutor' by which he came to be known. 'At almost all hours of the day, and up to a very late hour at night, his door was open to every man in the college seeking help.' This readiness to help was perhaps his most conspicuous trait at this period.

He let it be known that he was ready to receive and criticise exercises in Greek and English from students not only of his own College, but throughout the University, and much of his time was taken up in going over these exercises with their writers. But his criticism was not of the conventional kind which dwells on details. 'He looked rather to the general style and to the treatment of the subject.' 'He used commonly to seat himself in a chair placed immediately in front of the fire and close to it, and to intersperse his abrupt, decided and pithy comments on one's work with vigorous pokes of the fire. Occasionally he would lapse into silence, and say nothing whatever perhaps for two or three minutes; but if one rose to go, one often found that his best remarks still remained to be uttered. The silent interval had been a time of busy thought.'

It was in such intercourse that he influenced his pupils rather than in the class-room. He would take them with him also, one at a time, in those afternoon walks which, before sports became so general, must have been even more prominent a feature of University life than they are now. His talk on these occasions—with its intervals of silence—was found by all most stimulating. Another means of influencing his pupils he found in the reading parties which he organised. He would take a pupil or two away with him to some quiet spot in the Highlands, and there spend the long vacation in intercourse beneficial to both, imparting to them his breadth of view, gaining from them knowledge and interest in their special pursuits.

To Jowett 'consideration for the character of young men' was one of the essential conditions of success as a tutor. To study the nature of his pupils was his method, to form their minds his aim.

Among his pupils there were two classes to which especially his mind seems to have turned. One of these was the poor student. Remembering his own early difficulties, he was ever think-

ing for and helping those with straitened means. He provided the son of his college servant with the means of obtaining a classical education. The student in an English University has two rooms; the don three. But we are told that Jowett's third room was constantly occupied by some student who could not afford to pay for rooms. 'Over able but unsteady men' he watched with 'fatherly vigilance.' 'He was untiring in his efforts to keep them straight, and when he failed in this to set them on their feet again.'

His example proved contagious, and from that time to this the staff of Balliol has been characterised by an interest in their students, and a self-sacrificing devotion to work and to the College which has made it for so long the foremost College in Oxford.

A method like Jowett's in hands like his lies open to the criticism that it tends to give a certain priggishness to those upon whom it is exercised. Even the stronger Balliol men with all their excellences too often give colour to this censure. But all Balliol men have not been strong and Jowett's influence upon his pupils has by no means always been happy. The Socratic method is not helpful to all, especially when it raises questions and doubts which the questioner cannot solve. Moreover Jowett frequently mistook the character of those with whom he was dealing and inflicted rough snubs on earnest minds and sensitive spirits. For good or for ill too it must be confessed that Jowett spent no small pains in 'pushing' his pupils in their after-life. His motives were probably mixed. Believing as he did in the Balliol spirit he sought to 'inoculate' not merely Oxford but the world with it. But his personal interest in his pupils' welfare seems to have been combined with this praiseworthy intention. When his earlier pupils attained positions of influence, he used them as aids in the advancement of their successors, and his own friendships and wide acquaintance when he was Master were used in the same cause. So

that Balliol men to-day hold a somewhat inordinate share of places of promise. And those who see in Jowett's cultivation of the friendship of distinguished men an element of ulterior aims and worldly wisdom are not without excuse.

In 1854 the Mastership of the College fell vacant. Jowett hoped to obtain it, but his Liberalism in University matters and in theology stood in his way, and to his bitter disappointment he was passed over. In the following year he was appointed by the Crown, on the recommendation of Lord Palmerston, Regius Professor of Greek for the University—an appointment which, following upon the publication of his 'Epistles of St. Paul,' roused bitter opposition. He was called upon to sign the articles of the Church of England as a condition of his appointment. Apparently his opponents reckoned on his refusal to do so. But he signed them without a word. Nevertheless he was excluded from the University pulpit and from the University Council. His salary as Professor was kept for ten years at £40 a year, its irreducible minimum, and it was only by practical compulsion that it was finally raised to the same standard as those attached to other Professorships. But this persecution from the University only drew sympathy to him, and steadily he advanced to the place he ultimately held as the great personality in Oxford.

Jowett's Professorship of Greek is memorable not only for the unprecedented industry he brought to it, but also for the works which resulted from it. Fifty years ago the study of Greek Philosophy for the Oxford examinations was restricted to Aristotle's *Ethics* and *Rhetoric*. Jowett broke new ground by lecturing on Plato. At first his aim was to produce an edition of Plato's *Republic*, but his purpose widened, and the result was the splendid translation of all Plato's Dialogues published in 1872. The exact scholar, whether of Greek or philosophy, can find abundant room for criticism. But its charming style and flow of interest have made Plato an English classic.

A translation of Thucydides produced later had these excellences less developed and the old faults greatly multiplied.

In 1854, as the defeat of his candidature for the Mastership of Balliol showed, the majority of the Fellows of his College were against him. Gradually as new Fellows were elected, the scale turned, till in 1865—with the election of Mr. C. P. Ilbert—Jowett's party became superior in numbers and he was able to carry into effect some of those schemes on which his mind had so long been set. He at once secured the establishment under T. H. Green of a Hall in connexion with Balliol, where poor students might reside sharing in all the advantages of the College. He rebuilt a large part of the College, instituted intercollegiate lectures, and later built a new hall and purchased a recreation ground. Everything connected with the College came under his reforming hand.

In 1870 he at last attained the coveted Mastership with its opportunities of enlarged usefulness. 'We must be hospitable, Knight, we must be hospitable' he said to his servant as he took possession of the Master's Lodge, and in a wide hospitality he found means for influencing the students, developing a College *esprit de corps* among them, and increasing the number of friends of the College. The improvements he carried out were costly; the resources of the College itself were small; but the loyalty of old students and the interest of others furnished him with all that he required for his plans.

His ideal of what the Master of a College should be was high indeed. Probably never was it more nearly attained than by himself. 'The head of a College,' he wrote, 'should be identified with the interests of the College. The life of the College is his life. His memory is the memory of the College. He is married to the College, and has a duty to support his family.'

As with the College, so with the University, the reforms for which he had struggled against keen opposition he lived to see accomplished. It

under the radical sign the positive fraction $\frac{k^2}{16l^2}$, we shall increase the value of the root and therefore diminish the value of the fraction whose denominator is the root. Now

$$1 - \frac{k}{2l} + \frac{k^2}{16l^2}$$

is the square of $1 - \frac{k}{4l}$. Hence

$$\frac{1}{\sqrt{1 - \frac{k}{2l}}} > \frac{1}{1 - \frac{k}{4l}} \quad \text{or,} \quad \frac{1 + \frac{k}{4l}}{1 - \frac{k^2}{16l^2}}$$

Since, as was already stated, $\frac{k^2}{16l^2}$ is a positive fraction, $1 + \frac{k}{4l}$ is less than $\frac{1 + \frac{k}{4l}}{1 - \frac{k^2}{16l^2}}$. Hence we get

$$\frac{1}{\sqrt{1 - \frac{k}{2l}}} > 1 + \frac{k}{4l} \quad \dots \quad (10)$$

From the relations (6) and (10) it follows that

$$t > \sqrt{\frac{l}{g}} \cdot \frac{HH_1}{2p} \left(1 + \frac{k}{4l} \right).$$

$$\text{Hence } t > \sqrt{\frac{l}{g}} \left[\Sigma \frac{HH_1}{2p} + \Sigma \frac{HH_1}{2p} \cdot \frac{k}{4l} \right] \dots \quad (11)$$

As has been already proved, $\Sigma \frac{HH_1}{2p} = \pi$. Now $HH_1 \cdot k$ is the moment of the circular arc HH_1 about the tangent ME drawn through E . Hence $\Sigma HH_1 \cdot k$ represents the moment of the whole circle with centre D and radius p about the line ME . This can be easily shown by ordinary Geometry to be equal to $2\pi p \cdot p$ or $2\pi p^2$.

Substituting these results in (11) we obtain

$$t > \sqrt{\frac{l}{g}} \left[\pi + \frac{\pi p}{4l} \right], \quad \text{or,} \quad \pi \sqrt{\frac{l}{g}} \left[1 + \frac{p}{4l} \right] \quad (12)$$

$$\text{Since } p = \frac{l - l \cos \alpha}{2} = l \sin^2 \frac{\alpha}{2},$$

$$\text{it follows that } t > \pi \sqrt{\frac{l}{g}} \left[1 + \frac{1}{4} \sin^2 \frac{\alpha}{2} \right] \dots \quad (13)$$

Hence generally

$$\pi \sqrt{\frac{l}{g}} \left[1 + \frac{1}{4} \sin^2 \frac{\alpha}{2} \right] < t < \pi \sqrt{\frac{l}{g}} \cdot \frac{1}{\cos^2 \frac{\alpha}{2}} \quad (14)$$

P. LAKSHMI NARASU.

OUR UNIVERSITY CORRESPONDENCE.

CAMBRIDGE, June 1897.

The excitement in reference to the question of Women's Degrees reached its height during the past month; for it was known that a decision, likely to be final in one way or the other, would be reached by the voting on the 21st of May. A volume of verses, entirely devoted to the subject, was issued by an enterprising poet: and fly-sheets came as thick as victories in 1759. It has been calculated, indeed, that the fly-sheets issued this year would paper the Chinese Wall; and that the money they have cost to print (at nineteen shillings apiece) would pay the Indemnity demanded by Turkey from the Greeks. But the most interesting event at this stage was the expression of opinion by the undergraduates. The whole University was invited to the Union to discuss the question. Mr. Dudley Ward, the newly-elected President of the Boat Club, spoke against the women, in the presence of a crowd the like of which was never seen at the Union before. Sixteen hundred men thronged the hall, the lobby outside, and even the pathway from the gate. The galleries occasionally cracked ominously under the tons of humanity assembled to express their opinion on the crisis. After Mr. Ward had made a business-like speech, another well-known orator spoke in favour of the women. 'Will the University be swamped with women? Where are they to go?' Cries of 'To Downing,' a college popularly believed to be willing to take any steps likely to increase its numbers. 'Where is this overcrowding?' A stifled voice from the gallery here ejaculated, 'Come and try.'

The debate was closed by Mr. Baptista, a dusky gentleman from India, whose most important argument was this, that though many Blues might be against the women, the majority of Blacks were for them. But even this speech, enthusiastically as it was received, did not turn the voting. The cause of the women was lost by the overwhelming majority of 945: 1083 to 138.

The opinions of undergraduates may not, as a rule, be of much importance; but there can be no question that this vote has produced a great effect. There has long been considerable dread lest, if women should be admitted, the majority of men should go to Oxford; and this vote has shown that this fear is to some extent justified. For these undergraduates are to a great extent elder-brothers, who may use their influence with their fathers to have the younger-brothers sent to Oxford. At any rate, it would seem that some men of influence felt this. Shortly after the vote at the Union was taken, four leading men headed by Professor Ryle, who had hitherto earnestly supported the cause of the women, issued a circular saying that, while their principles remained the same, they could not continue to vote for the admission of women into what would certainly be a hostile environment. If the recommendations of the Syndicate were carried, it could only be by the vote of the non-residents. The resident Dons were known to be against the recommendation; and the resident undergraduates, though they had no vote, yet ought to count for something when they spoke by a majority of nine to one against the Syndicate. This circular showed plainly that that class of men which prefers peace to anything else was likely, for the sake of peace, to vote with what seemed to be the majority.

Meanwhile the other side was not idle. Newnhamites were known to be risking the loss of places in the Tripos, nay, to be risking even a total failure, in order to gain time for the despatch of circulars to voters in every part of the United Kingdom. Mrs. Sidgwick's pamphlets were distributed broadcast: and neither party could be said to have been found unprepared when the fateful Friday dawned.

One party indeed was almost too well prepared; for when the voters, of whom there might have been thousands, assembled after lunch about the Senate House, they found a dense crowd of undergraduates, headed by an International Foot-

ball player, armed with flour, squibs, crackers, confetti, oranges, and missiles of all kinds. As each reverend, but impotent, senior went in to record his vote, he was greeted with plenty of literal flour and metaphorical chaff. The voting was absolutely open, so that there was every chance of showing both physical and moral courage. Professor Ryle received a round of cheers; while a staid old gentleman, going in to vote 'Placet,' was told that he was old enough to know better. Round the walls were placards, containing various specimens of undergraduate wit: 'Get you to Girton, Beatrice; here is no place for you maids,' was one of these. It was easy for the other side to retort that the rest of the passage, had it been quoted, would have done as well for the Placets as the first half for the non-Placets. A guy representing a New Woman, in cap and gown and 'bloomers,' was set astride of a bicycle, and hung out over the heads of the surging crowd. But the humour, if rough, was good-tempered; for the undergraduates, always confident of victory, saw early that victory was to be very decisive. At one time the votes were six hundred to two hundred; at another, fifteen hundred to five hundred; and finally seventeen hundred and thirteen to six hundred and sixty-two. As soon as the votes were declared, the cheering was prodigious, and the army of undergraduates paraded the town in triumph. An unauthorised detachment of two hundred, unfortunately, so lost control of themselves as to go round to Newnham, where they solemnly hanged the effigy in bloomers, and made a few inarticulate jeering remarks to the representatives of the defeated party. Apart from this, however, there was no really regrettable incident; and everything passed off in high good humour. Many of the London papers have unhappily given very highly-coloured reports of the proceedings; but, as a matter of fact, there was very little indeed to complain of in the conduct of the undergraduates. At night there were bonfires; but, so late as eleven o'clock,

these were watched with perfect comfort by nurses from the Hospital, the wives of dons, and other ladies. The joy was great; as great indeed as that of Britain before the coming of the sinful Queen Guinevere; but great as the joy was, it was fairly decorous; and has left no bitter memory behind it.

It is a sad change from recording this child-like play, to have to mention the deaths of three or four well-known and influential men, which have taken place since I last wrote.

Mr. Llewellyn Thomas, Vice-Principal of Jesus College, Oxford, was only fifty-six years old. Many years of useful life seemed before him; and, indeed, he had only just been elected to a canonry at St. Asaph when he suddenly died. He was a man of popular but somewhat eccentric manners; of considerable literary ability, and a good organiser. As an undergraduate he gained the Newdigate Prize for a poem; but the degree he took was not proportioned to his deserts. Nevertheless he was chosen Fellow of his College; and held his post for thirty years. During his time, indeed, the reputation of Jesus steadily went up.

Dr. Wilson, Warden of Keble, was less known than his predecessor, the present Bishop of Rochester; but he was nevertheless one of the ablest men in Oxford. He took his degree in 1862, and, after being Assistant Master at Marlborough, became successively Fellow of Merton, Head Master of Radley, and Warden of Keble. In all these posts he did exceedingly good and sound work, none the less effective if quiet and unobtrusive. Every place he held improved immensely during his tenure. It cannot exactly be said that he found Keble brick and left it marble; but he left it greatly increased in numbers and prestige. During his last few years he was engaged on the Life of Dr. Pusey, which, it appears, will have to be finished by another hand.

Mr. Stone, the Radcliffe Observer at Oxford, was, like so many Oxford scientists, originally a

Cambridge man. He took his degree in 1859 as a high Wrangler. He is known chiefly as the author of an exhaustive chart of the southern heavens; a work which, till he carried it out between 1870 and 1880, was a crying want. Last year he went, though sixty-four years of age, to Nova Zembla to observe the total eclipse of the sun; and fortunately, unlike most of the men who went to different places for that purpose, made a satisfactory observation.

Mr. Churton, Fellow of King's, died suddenly in the streets of London only the other day. I never saw him; but I have met many persons who knew him well; and they all speak of him as a high-souled, kindly, and Christian gentleman.

I spoke last month of the death of Dr. Garrett, the University organist. His successor in this post is Dr. Mann, the organist of King's College; one of the best-known musicians in England.

The visit of the Prince of Wales to Oxford led to a disturbance compared with which our enjoyments over the Women's Degrees were a mere flea-bite. There is said to have been a free fight within two or three yards of the Prince's carriage. The introduction of a band of London police, who did not understand the peculiar character of the Oxford man, did more harm than good. They even arrested a Fellow of Merton and late President of the Union, who seems to have been doing nothing beneath the dignity of his position: and such mistakes did not tend to suppress disturbance. It is feared that there may be a recurrence of these unseemly *émeutes* during Jubilee week; and in order to prevent it, some are proposing to shorten the Oxford term. The Cambridge undergraduates will fortunately be safely scattered before that date.

The Triposes are already beginning; but the results will not appear till next month. Excitement has so cooled down already that men have again time to complain of the drains—a perennial cause of grumbling and printers' ink.

OUR LONDON LETTER.

LONDON, June 1897.

The Government have passed their two bills dealing with Primary Schools—Voluntary and Board Schools—and are now preparing to deal with Secondary Schools. With this object in view, they are collecting statistics to supplement the evidence given before the late Commission—statistics which will indicate the scope and work of such schools, the pursuits engaged in by their ex-pupils—professional, commercial, industrial, and the like—the entering and leaving ages, the schools from which they come, &c. They are also asking for information as to the qualifications of the teaching staff. If the particulars asked for be supplied by every school in England they will afford a sound basis for answering the most important of all questions on this subject—namely, the determination of the curricula of these schools by the needs of those who use them. If, for instance, we find that five per cent. of all pupils in a certain grade of schools seek on leaving school to enter upon scientific pursuits, what a condemnation it will afford of the way in which (so-called) science work, under the stimulus of grants, has dwarfed the non-scientific work in these schools!

The returns will enable us to see how the curriculum of a poor school is varied simply to earn the much needed grant, and how little, in all but wealthy schools, the needs and future work of the pupils are considered.

Mean time the Government are going to introduce this session a rough or draft scheme of their Secondary education proposals, in order that it may be considered by all concerned before Parliament settle down to discuss it. Considering the innumerable interests likely to be touched, this seems a wise plan. But it also looks much like a feeler put out by a timid creature that will not venture out where there are signs of danger. It is one thing to have due regard to legitimate and proper vested interests, another thing to be alarmed by mere barking and howling

without discrimination as to the source and cause. And I fear the present Government are so far mere opportunists that they will not face any opposition, that they will go only just so far as to offend no one—which may be worse than nothing. There is always a chance here of another Government doing what its opponents would not, or could not, do properly. But once a bill is passed, however bad it be, the demand for legislation is appeased, the national conscience, so to speak, is relieved, and attention is transferred to some new evil before the old one has been cured. We suffer much from this kind of thing in England.

The Science and Art Department still goes on reforming its methods. Now literary and non-scientific teaching is to be directly subsidised, and the organised Science School need therefore only take a certain minimum amount of Science work. The work of the University Extension Classes is also to receive money aid. It is quite funny to see Whitehall and South Kensington competing in the reform of education. Probably it will end in an amalgamation under the Minister of Education.

A lecture was given at Oxford the other day by Dr. Bell, of Marlborough College, advocating the training of teachers for Secondary schools. It would be hard to conceive a feebler plea than that put forward by Dr. Bell. Even his statement of the teacher's 'task' seems utterly superficial, and unsound withal. It is "threefold,—to maintain discipline, to command attention, and to see that a definite amount of knowledge is retained." If this be so, how does a teacher's task differ from that of a drill-sergeant? Are discipline and attention as secured by the teacher ends in themselves? Can they be regarded as that which a teacher should set before him as an aim? To inculcate habits of self-control and concentration of attention, to inspire pupils with a love of knowledge, to stir in them an enthusiasm for unselfish and noble work, to habituate them to distinguish between meritorious failure

and flashy 'success'; such things as these seem to be tacitly recognised as the final aims of a conscientious teacher. It is also generally acknowledged that if a man is earnest, knows his subject, shows a little sympathy with his pupils and recognises their youthfulness, discipline will maintain itself, and attention will come unsought. A right reverend ex-schoolmaster gave an invaluable bit of experience—let the student in training note it and cherish it—on maintaining order. It was this: any boy who spoke or made a noise was sent down to the bottom of the class! These ideas emanate from some of the 'big public schools' of England. I fear our friends in India will agree that our state is a parlous one; perhaps they will even suggest that, before beginning to train our teachers, we should come to some agreement as to what they are to be trained to do—to train men or to superintend machines.

[As our Editorial Notes show we do not share our Correspondent's views on this subject of Training.—EDITOR.]

OUR BOMBAY LETTER.

Among the events of the last month, the Jubilee Festivities stand out conspicuously. Not only did all the schools and colleges rest from their ordinary work, but many indeed endeavoured to bring the importance of the occasion home to the minds of students and pupils in a manner most appreciated by the latter. I cannot in this limited space describe all that was going on, nor am I able to do justice to the few cases which came to my notice. Elphinstone College in Bombay was conspicuous in this respect; its Principal and professors gave an "At home" to its present and past students on the afternoon of the 22nd. It seems to have been a high time; the speeches were good, inspiring, and met with "cheerful" applause. The Indo-British Institution was treated to a supper on the 21st and to a dinner on the 22nd by the officers of H.M.'s Customs. Other schools celebrated the Jubilee on a smaller scale, but I am sure all in a manner befitting the occasion. Indeed, it would be almost criminal neglect to let such an opportunity pass without stirring youthful hearts up to bright, enthusiastic patriotism, or at least to

devoted loyalty. The occurrences in Poona at the end of the festivities and the tone in which some papers conducted by educated native gentlemen comment on them, point to a serious defect in the education of our native students, and the question arises whether we are not confounding "education" and "instruction" in a most blundering fashion. Still we may not judge a community or a system because of a few that apparently disappoint our expectations, though we educators must always remember that mere instruction without the instillation of sterling principles and high ideals is not "education."

The Victoria Jubilee Technical Institute at Byculla, Bombay, which has been in existence for only nine years has just added another branch to its useful work. Up to the present it carried on work in two departments, viz., mechanical engineering and cotton spinning, with instruction in those science subjects which had a bearing on this kind of work. During the last few months a new building and plant have been erected at a cost of about Rs. 70,000 for practical instruction in Street Metal Working and Enamelling. The building bears the name of the principal contributor, Sir Dinshaw Manockjee Petit. The plant comprises stoves, furnaces, and kilns (the latter for enamelling) of the latest improvements. It is intended to produce basins, cups, etc., of iron, brass, and copper, such as are now in use among the native population; aluminium ware will also be manufactured. The enamelling will be employed for iron ware and sign tablets, etc. The services of Mr. W. Bidole, an English specialist of twenty years' experience, have been engaged. While I write this, news reaches me that the Hon'ble Mr. N. N. Wadia, the energetic Honorary Secretary of the institution, just the other day brought forward a motion in the Bombay Municipal Corporation, to the effect that the Corporation undertake to provide for the establishment of a chair of Sanitary Engineering and Plumbing in the V. J. Technical Institute for a period of five years. From Mr. Wadia's speech we gather that the project has been before the board of the institution for the last four years, that about six months ago it was resolved to

take steps towards establishing a chair for Sanitary Engineering and Plumbing, and that teachers under the City and Guilds of London Institute were addressed with favourable results. It is proposed to have four different classes for four different grades of students. The first class will be conducted for Licentiates of Medicine and Surgery, Bachelors of Science, or Licentiates of Civil Engineering; their two years' course is intended to fit them to hold a certificate similar to that of the Sanitary Institute of Great Britain. In the second class, for Hospital Assistants, retired army Sergeants or other persons physically strong and able to follow lectures in English, instruction will be similar to that which an ordinary Sanitary Inspector receives in Great Britain. The third and fourth classes are intended for trained plumbers and muddadams in the Health Department and will be conducted in the Vernacular; the instruction will be suited to this class of persons and reduced to a year's course. Each class is to comprise about fifteen students for the beginning, and a fee of Rs. 5 per mensem in classes I and II and of Rs. 3 in classes III and IV will be charged. It is gratifying to learn that the Corporation agreed to this proposal, although their funds are not in a very flourishing condition; but it would have been a matter for surprise, if after Bombay's latest experience the proposal had been shelved. This plan marks a considerable step in advance, and its beneficial results will soon be felt in the sanitary conditions of the larger Indian cities.

It may not be amiss to say here a few words about the late Herr Schmuck, who for the last thirty years has devoted himself to the advancement of musical culture in Bombay. No musical performance was considered complete without his taking part in it; he played the violin beautifully. His experience of many years' teaching is embodied in "First Steps in Piano-forte Playing," "Elementary and Characteristic Studies," which works were favourably received in the musical world and recognized as works of merit by so fastidious a critic as Dr. Hauslick of Vienna. His mass in D Minor, "a fine and masterly composition" is frequently given in concerts for

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church music on the Continent. He was in spite, or rather because, of his high attainments a very modest man, who always devoted himself with ability and conscientiousness to whatever he undertook. He died on June 4th. The musical world of Bombay will feel his loss for some time to come.

OUR CALCUTTA LETTER.

CALCUTTA, July 1897..

The selection of Pandit Chandra Kanta Tarakankar as the first Sree Gopal Basu Mallik Fellow, although not yet officially announced, has become the talk of all knowing people in Calcutta literary circles. It is a very happy choice. In all such cases as these, people upon whom the duty of selection falls have always a very difficult task to perform. But the difficulty is considerably lessened when persons like Pandit Chandra Kanta come forward as candidates. I forgot to write to you in my last about a significant clause in the regulations for the Sree Gopal Basu Mallik Fellowship, published by the Calcutta University. It ran thus: "Under no circumstances will any candidate, or any one on his behalf, be allowed to canvas directly or indirectly for his appointment, or in any way to communicate with regard thereto with any member of the Syndicate, or with Babu Sree Gopal Basu Mallik, or with any one acting on his behalf." It seems rather curious that such a rule was necessary for an institution in which the persons concerned would undoubtedly be of the foremost ranks in thought and culture. But so it was. The difficulty, however, was not so great as had perhaps been anticipated. Pandit Chandra Kanta's name was a sufficient guarantee against any flaw in the modes of procedure to be adopted for the selection. His claim was incontestable, his appointment is unimpeachable.

We have to congratulate ourselves on the return of Babu Kali Charan Banerjee to the Bengal Council as the representative of our University. It cannot be doubted that he, more

than any of his rivals, is specially qualified to represent that learned body in the council. In these dry materialistic days, it is perhaps the earnest educationists who are most free from what has been aptly called the "bread-and-butter way of thinking." The presence of the University member should, therefore, prove to be a tower of strength to the council. Not only should the interests of his constituency be guarded by him in the best possible manner, but other questions bearing upon the public weal should also receive some distinctive light and colouring from his utterances. Babu Kali Charan Banerjee's utterances as a public speaker have always been remarkably characterised by deep thought and mature judgment; and it is not too much to hope that he will do full justice to the confidence placed upon him by his constituents.

Not very long ago we heard of one Miss Sorabji, who had come out as a Barrister from England, practising law at Poona. Now we hear that an application will shortly be made before the Chief Justice of Bengal and a full bench, the applicant being a lady named Miss Cohen, who seeks permission to be articulated and subsequently admitted as an attorney of the High Court. Miss Cohen is a young Jewish lady of very high intellectual talents, and her main object in selecting the Law as her profession is, she is said to avow, to enable *purdah nashin* ladies to have direct communication with their legal advisers. If I am not mistaken, it is this same lady who passed the M.A. examination in Philosophy last year, and has just applied for permission to appear as a private student at the M.A. examination in English this year.

But apart from this, there has been another new departure, still unknown to the outside public, which is being freely commented upon by many who take an interest in matters of female education. Hitherto, the question of admitting females into colleges where the male element predominates, has never seriously presented itself, as the Bethune College which exists solely for the education of the fair sex has been doing its work only too well. If at any time the

question came to the front, we may safely conclude, from the attitude of the general public at the present moment, that the measure must have been reprobated by all considerate people. Mr. F. J. Rowe, the present Principal of the Presidency College, has, however, allowed two Bengali ladies of very respectable connections to be admitted into the First Year class of the college. It is said that their object in joining the Presidency College is to benefit by the lectures of the now famous Dr. J. C. Bose.

Babu Trailakya Nath Banerjee, Assistant Registrar of the University, who has just received the Jubilee decoration of Rai Bahadur, is a universal favourite among the students, tutors and professors here. He has grown gray in serving the University, and his long term has been characterised not only by an able and efficient discharge of his duties, but also by the establishment of a personal relation between the Assistant Registrar and every individual *alumnus*. May he be spared long to continue in the post which he has so ably filled all these years!

Mr. J. G. Woodroffe, Tagore Law Professor for 1896-97, has applied for permission to have his lectures, on the Law Relating to Injunctions and Receivers in British India, printed by Messrs. Thacker, Spink & Co. They are likely to form a very interesting volume. By the bye, Babu Ashutosh Mukhopadhyay, M.B., D.L., F.R.A.S., F.R.S.E., is talked of as the next Tagore Law Professor. Babu Ashutosh is too well known to need any introduction to the Madras public. He would be the right man in the right place.

There are going to be two new additions to the statuary which adorns the vestibule of our Senate Hall. The Syndicate have already accorded their sanction to the placing of the bust of the late Raja Rajendralal Mitra, C.I.E., in front of that of Mr. Charles Tawney, C.I.E. The other is that of Sir A. Croft, the retired Director of Public Instruction, which will most probably be placed in front of the bust of the late Sir Cecil Beadon.

In continuation of what I wrote to you last month about Dr. Mohendra Lal Sircar, I have to inform you that a meeting has been announced

to take place on the 17th instant, in which the Syndicate will formally recommend to the Senate "that the Honorary Degree of Doctor in the Faculty of Law be conferred on Babu Mohendra Lal Sircar, M.B., C.I.E., on the ground that he is, in their opinion, a fit and proper person to receive such degree." It need hardly be said that the University will only honour itself in conferring this distinction upon the well-known Doctor and educationist.

I have only one or two other items of news to communicate to you, which may prove interesting. Surgeon-Lt.-Col. G. S. A. Ranking, M.D., has accepted the appointment as Delegate to represent the University at the ensuing session of the International Congress of Orientalists to be held in Paris in September next.

In reply to the representation made by the Senate regarding the withdrawal of the Indian Gilchrist scholarships, the Secretary, Gilchrist Educational Trust, has written to the Senate, stating that the Trustees are unable to modify their decision, as the grounds upon which they decided to withdraw the scholarships remain unaltered, but that they may find it possible in a few years to do something for education in India in some direction or other, of which, however, they are unable to make any promise at present.

CONTEMPORARY EDUCATIONAL PERIODICALS.

The *Educational Times* (London) for June begins with two leaders. The first leader, entitled "The Duke's Warning," deals with the Secondary Education Bill, which the Duke of Devonshire has decided to introduce shortly into Parliament. The second leader bears the title "Cambridge in Reaction," and discusses the sad mistake committed by the University of Cambridge in refusing to grant titles of degrees to women who have done everything to earn a full degree. The editor opines that the "denial of any kind of recognition to women students, and the evident desire to get rid of them in the lecture and examination rooms—for that is the real significance of the vote—compels one to doubt whether, after all, any further endowment of Cambridge would tend to the advancement of liberal education." In opposition to the arguments of the *London Times*, which sincerely congratulated the University on its reaction, it is pointed out that "Cambridge University would be wrecked, not by allowing Girton and Newnham to prosper, not by

admitting women to lectures and degree examinations, not by actually placing women's names in the tripos lists in order of merit, but by allowing them to use titles of degrees without University Membership," after they have done everything to earn a full degree.

The "Notes" in this number are on Sir George Kekewich's circular to all secondary schools asking for information as to number of pupils and of staff, and particulars as to the government of each school, on the greater stress laid on literary instruction in the revised "Directory of the Science and Art Department for 1897-98," on the Oxford lectures of Dr. Bell, the Headmaster of Marlborough, strongly advocating the necessity of training for teachers; and Lord Herschell's speech on Presentation Day at the University of London urging the importance of pressing forward the requisite measures for the establishment of a teaching University.

Principal J. J. Findlay, of the College of Preceptors, presents to the readers of the *Educational Times* a summary of an able article on the relation of psychology to school curricula, contributed by Professor Dewey, of the University of Chicago, to the *Educational Review* of New York. Dr. Findlay summarises the mode in which, according to Professor Dewey, the problem of education is to be approached, as follows:—

"Firstly, we have to examine the child's stock of experiences, and these not only as intellectual interests, but as signs of taste and sentiment as eliciting response in the formation of habits. The Herbartian term *interest* may be taken to cover this inquiry; it corresponds to the physician's diagnosis of symptoms.

"Secondly, we interpret these symptoms, these indications of interest by prophesying what they will or may lead to in the mature adult. Here the objective logical scheme of classified sciences has its uses. The developed system of Geometry is the outcome of the child's first efforts in measurement: not that we can realize this outcome by inserting our adult Geometry into his consciousness through the medium of instruction. Far from it! the full-orbed science is merely a prophecy of what *may* issue, if the seed before us grows into a perfect plant.

"Thirdly, then, we determine branches of instruction, in the light both of the child's experience and the adult's full conception of knowledge. And the final problem of instruction is seen to rest in the process of reconstructing the individual's experience on the lines of what is

seen to be involved in that experience in its matured outgrowth.

"There are two contrasted errors to be shunned. The first is that of the scholar and scientist who neglects the nature of the child's experience, so utterly different from his own: the second that of the sympathetic friend of childhood, who appeals to the child's transitory interests as if these were the end, instead of the instrument. 'It is because of the necessity of this operation, the transfiguring of the dead objective facts by seeing them as thoughts and feelings and acts of some individual that we are justified in saying that there is a psychological aspect to the curriculum.' The denial of this aspect has led to confusion in pedagogic theory; and in practice it has left the teacher either to follow historic precedent and routine or 'to substitute the abstract and the formal for the vital and the personal.'"

Professor James Sully explains in a short letter the object of the laboratory for experimental psychology which he has proposed to establish in connection with the University College of London. "The laboratory modestly proposes merely to study the mental processes as they can be observed in older children and adults. The novelty of its researches lies wholly in its method. The new experimental psychology no longer leaves a person to find out by introspective examination how his mind is made; it offers to show him the workings of his mind by subjecting it to the action of certain physical appliances."

"Retrospective History" is the subject of the paper read by Mr. H. E. Malden before the College of Preceptors. The paper has been suggested by a very interesting article in last September's *Contemporary Review* by Sir R. K. Wilson. Mr. Malden disagrees upon the whole with some of the suggestions of Sir R. K. Wilson, though the conclusions of the two are perhaps not very different. Sir R. K. Wilson regards a course of instruction on present political phenomena as an absolutely indispensable preliminary to any line of historical study whatever, whereas Mr. Malden submits that a survey of the existing constitution is not history, history being the study of mankind at large, in varying conditions and subject to different accidents. Mr. Malden concurs with Sir R. K. Wilson when the latter says that in attacking each new period of history, the first object of inquiry should be, what light it throws on the later events which have been previously studied. The paper also contains some valuable suggestions

towards a better and more rational method of teaching history in the lower standards.

The "Occasional Notes" in the June number of the *London Journal of Education* deal as usual with current questions, such as legislation for secondary education; the changes proposed in the revised Directory for 1897-98 of the Science and Art Department; Dr. Bell's Oxford address; the passing of the Voluntary Schools Bill and the Elementary Education Act (Amendment) Bill; the condition of the Private Schools' Association; the management of State-supported children; and the plan of learning foreign languages by correspondence.

Hannah A. Moylan makes some comments on the proposal for a Women's University made by the Bishop of Stepney, Professor Alfred Marshall and more recently by the Bishop of Durham. The Bishop of Stepney argued for a separate Women's University on the score of intellectual differences between men and women, but Miss Moylan points out that twenty-five years is too short a period for women to arrive at a detailed knowledge of their intellectual powers. The Bishop of Durham also considers the intellectual needs of women to be different from those of men, and therefore pleads that the same course cannot meet the requirements of both the sexes. Miss Moylan, on the contrary, submits that, unless it were assumed that what would stimulate mental activity in one sex would destroy it in the other, the same course should be serviceable for both sexes. Against Professor Marshall, who urges that the Cambridge Tripos is, for most women, the end of all vigorous intellectual work, the writer explains the inability of many women to continue their studies after their degree examination as being due to want of means and the very few scholarships open to women for post-graduate work. Miss Moylan also points out the various difficulties which are in the way of a teaching University for women.

"Commercial Geography" by M. E. R. Wethey, M.A., F.R.G.S., contains the views of a master engaged in teaching geography in a well organised secondary school on the teaching of commercial geography in secondary schools. The writer thinks that "(1) it is undesirable to introduce commercial geography, *qua* commercial geography, into schools before the highest forms; (2) in any case the subject should be treated of in close alliance with, and in strict dependence upon, physical geography; (3) if it is desirable to develop the subject, Commercial High Schools should be founded, geographical 'Chairs' should be established, and geography should be ad-

vanced to a more prominent position in the training of our teachers."

The supplement contains valuable accounts, though not elaborate, of the progress made during Her Majesty's reign in the various departments of education. These accounts are written by authorities like Sir J. G. Fitch, Mr. Arthur Sidgwick and Mr. M. E. Sadler. Besides these accounts the supplement contains the second of the three lectures of Professor Rein, of Jena, on "An Outline of some Modern Movements in Education." In this the lecturer points out with great acumen and ability that the task of the educator is to awaken the various moral ideas in the child, to foster them, and to fix them firmly in order that the child may regulate his life in accordance with them. These moral ideas, in the opinion of Professor Rein, are (1) the idea of inward freedom or the subjection of all individual efforts to the moral maxims which man has framed for himself in harmony with the interests of the whole; (2) the idea of perfection or the aspiration after progress; (3) the idea of goodwill or disinterested devotion; (4) the idea of law or the avoidance of strife, not strife in the domain of science, but the strife of wills; (5) the idea of equity or of equalising justice.

The June number of the *Practical Teacher* (London) is a special Diamond Jubilee number and is very neatly got up. Nearly thirty pages are devoted to an interesting illustrated account of the Victorian age in all its aspects. As usual the number contains articles, notes of lessons, tutorial section, scientific section, full of information both to the pupil and the teacher. The coloured object lesson supplement issued with it is entitled "Sixty Years of the British Empire," and contains portraits of Her Majesty and all the celebrities of the record reign.

Reviews and Notices.

English Lyric Poetry, 1500—1700, by FREDERIC IVES CARPENTER. Blackie and Son.

This is a good volume of selections from the best lyric writers in the English language, and is capably printed on good paper. The poems are introduced by a remarkably able preface in which Mr. Carpenter traces the development of the English lyric from the earliest times. He remarks that the appreciation of the Elizabethan lyric is of comparatively recent date, our great critics having given more attention to the epic and the drama. Even Dryden, always ready to reward with praise successful efforts of composition, failed to notice the beautiful lyrics of the hundred years that preceded his time. The Romantic Revolution however turned

men's thoughts back to the lyrics, songs, and ballads of the sixteenth and seventeenth centuries; and the appreciation of such poems has led to a great outburst of the lyrical spirit in our own day. After defining the lyric and referring to its musical associations and its special character as the expression of personal mood and feeling, the development of the lyric is traced from the earliest time. Anglo-Saxon poetry, we are told, is, like all primitive poetry, of an indeterminate character; but at times short portions approach the lyric spirit and are of interest as revealing the "temper of the Saxon mind." There was aspiration for lyric utterance, but the alliterative form in which Anglo-Saxon poetry was cast, went far to restrain and choke such utterance. Men of poetic temperament and full of lyric impulse had to wait till the nation received more artistic forms of expression. The Norman conquest supplied what was wanting. A great increase of lyric production soon took place. Much of it owned the influence of mediæval asceticism, but French influence made the impulse of the Troubadours felt in England. New feelings and motives were introduced. Romantic love became a subject of feeling, and the development of the language furnished in the fourteenth century a language and culture suitable for the required purpose. Still the asceticism of the cloister overshadowed the religious lyric and the artificiality and formalism of the court, the secular. So that the Middle-English period was one rather significant of preparation for future success than remarkable for actual accomplishment. When our English poets forsook French models to copy Italian lyrics, a great step in advance was taken, and great freshness and variety of treatment were secured. Up to this stage English lyric poetry had been largely imitative, but England assimilated what she had learnt from Italy, made it her own and used it to colour native genius. Spenser and Sidney arose, singing loud and clear in true English strains, owing but the form and first impulse to foreign sources. "Poetry all of a sudden becomes subjective, personal, reflective, alive, intense. The individual is liberated from the blighting anonymity of mediævalism. He seeks the free expression of himself in art. Lyricism is the pervading note of the Elizabethan times." English history at all times has been largely the struggle of the individual for emancipation and self-manifestation. Hence lyric art in all its composite forms is peculiarly an English art, and the lyricism of English poetry is its most constant and pervading element. "This was the period when the form of the lyric was finally determined and its rhythms developed." The note of rapturous delight seeking expression after the restraint of the Middle Ages, the tone of happy ease that marked most of the Elizabethan lyrics has never been exactly reproduced. The constant discoveries of new countries produced an elation of success that touched even the poetic spirit. Then came on a spirit of soberness and gravity, as shown by the growth of Puritanism. The eternal problems of life began to re-assert themselves. "The carnival of the Renaissance, the

joyous bravado of the new awakening in England was soon over." Thus in the seventeenth century lyrical poetry looks more within and less without, is more pensive and less elate. The spontaneity of joy has disappeared, and if the old style is attempted, it is apt to be forced and laboured. "There is a growth of manner and self-consciousness, until in the end art begins to supersede nature and native inspiration." New themes are made use of and older ones are transformed. The theme of love is treated more seriously. The sentiment is lessened and its power for good or evil recognized. Donne subdues the passion till it becomes a reverie. Tears and dirges are introduced. Shakespeare and Fletcher dwell on the pleasures that are to be found even in melancholy. Herrick still strikes the old note in the midst of the metaphysics, the rise of a new mysticism, the rise of Puritanism—all of which were influences that repressed the gaiety and spontaneity of the lyric. A strong inclination is shown to self-analysis and introspection. We see this in the case of Shakespeare's sonnets, and this new quality until it overpowers the freshness and originality of the Elizabethan lyric, gives by a fusion with those earlier qualities, a peculiar charm to the seventeenth century lyric. But increasing severity of thought, the spread of satire, the revival of the classical spirit were all unfavourable influences, and the century closed much poorer than it began. The nation would have to wait for a return to romanticism for the lyric spirit to burst forth once more in its freshness and originality.

Milton is represented by his *Hymn on the Nativity*, *L'Allegro*, *Il Penseroso*, a song on two short pieces from *Comus*, etc., and a few sonnets. Of him Mr. Carpenter says: "He has a certain turn of lyric rhythm and phrase never afterwards recaptured. *L'Allegro* and *Il Penseroso* are the objective and idyllic presentations of the two fundamental subjective states of the human soul. In these poems all the rhythmical witchery and the subtle beauty of symbolism developed or suggested in the lyrics of Spenser, Shakespeare, Fletcher, Campion, Drummond and Browne is taken up and carried into the last perfection of English idyllic metre and fancy."

Among the authors represented in the selection are Beaumont, Browne, Campion, Chapman, Crashaw, Daniel, Dekker, Donne, Drayton, Dryden, Drummond, John Fletcher, Herbert, Herrick, Heywood, Jonson, Lodge, Lyly, Milton, Nash, Peele, Shakespeare, Shirley, Sidney, Skelton, Spenser, The Earl of Surrey, Vaughan, Waller, Wither, the Wottons, Wyatt. In the preface will be found embodied many acute criticisms of the work of the chief of these. Altogether the volume may be recommended to all lovers of English literature, and contains what could otherwise be only accumulated at a great cost of time and trouble.

Cromwell's Place in History, by DR. S. R. GARDINER. Longmans, Green & Co., London, New York and Bombay, 1897. Price 3s. 6d.

Last autumn Dr. Gardiner delivered at Oxford,

in his capacity of Ford Lecturer, six lectures on 'Cromwell's Place in History.' As the lectures were spoken without notes, it was impossible to comply with the request that they should be printed. He has, however, given us in the book under notice the substance of what he said, and the gift is worthy of the donor. It is true that, more particularly in the later lectures, there is a certain sketchiness, and an apparent uncertainty as to the amount of knowledge which the hearers might be assumed to possess, and that a great writer would have woven the material into a more artistic whole. But the view here given of the work of Cromwell and his character as a politician is clear and accurate. The first lecture is introductory and deals with 'The Puritan and Constitutional Opposition.' It emphasises the two great tendencies—of Puritanism and Parliamentarism—which combined against Charles I. In the remaining lectures Dr. Gardiner shows how, after the transfer of Charles I. from Scotch to English hands in 1647, these two tendencies came into conflict; how Puritanism as embodied in the army temporarily triumphed and how Cromwell bore himself in the various stages of this course of events. Lectures are devoted to 'Cromwell in the Civil War,' 'The Commonwealth and the Three Nations,' 'Cromwell and the Parliament of the Commonwealth' and 'The Protectorate,' and in each the varying problems created by the relations of the two tendencies above referred to are treated. In the opposition to Charles we find Cromwell a Puritan in the first place, a Parliamentarian only in the second. In the years of struggle between army and Parliament from 1647 to 1653, his support of Parliamentarism passes into opposition to it under the influence of Puritanism; in the conflict between the extreme Puritanism of Harrison and the moderate Puritanism of Lambert he finally throws in his lot with the latter; of the strain which the reviving desire for Parliamentary Government created for Puritanism he bore the greater part; and on his death that strain proved endurable no longer. Throughout we see him hoping against hope, yielding only reluctantly to the logic of facts, hesitating to the last, yet, when once his decision was formed, striking at once and with tremendous effectiveness. Dr. Gardiner brings out the 'negative' character of his work. He contrasts with Napoleon's constructive and quick genius the slowness of Cromwell to accept policies which, as others had already seen, had become necessary, and the purely destructive results of his work. He made anti-popular despotism, whether of king or Parliament, for ever impossible, but he failed to find the 'settlement' for which he longed. He broke down the attempts of Scotland and Ireland to dictate to England its form of government; but his dealings with them created only lasting alienation. The only part of his work which can be said to have had results at once positive and permanent was his attack upon the colonial empire of Spain. And even this was a departure from his Puritanism; for it was suddenly made, without declaration of war, upon a nation with whom he had been negotiating an alliance; and its importance lies in its being the very opposite

of what Cromwell regarded it as being. For while he seemed to himself to be carrying on the religious struggle of Catholicism and Protestantism, which the treaties of Westphalia had brought to an end, he was really initiating that period of wars of commercial rivalry and colonial expansion,—wars directed to material development,—which extends into the present century.

The constitutional difficulties which Cromwell had to face during his Protectorate arose, as we have seen, from the conflict of the two tendencies of Puritanism and Parliamentarism. To justify this view, Dr. Gardiner indicates the point at which they clashed, in the following words:—"Once more the two ideas of the Revolution—the idea that the nation was to decide its own laws, and that right laws only ought to be enforced—were in collision with one another."

Dr. Gardiner closes by attributing to Cromwell the position in the world of action which Shakespeare holds in the world of thought—"the greatest, because the most typical Englishman of all times." "This," he says, "in the most enduring sense, is Cromwell's place in history. He stands there, not to be implicitly followed as a model, but to hold up a mirror to ourselves, wherein we may see alike our weakness and our strength."

In the paragraphs immediately preceding that which closes with these words, Dr. Gardiner refers to the different colours in which Englishmen appear to themselves and to foreigners. This variety of opinion about England and her sons, due to a union of apparently contradictory forces, is precisely what he has found in Cromwell. "All the incongruities of human nature are to be traced somewhere or other in Cromwell's career." Loving liberty and desiring to establish it, he forcibly crushed free institutions; 'the defender of oppressed peoples' he asserted 'his country's right to dominion.' It is impossible to be blind to the irregularity of his conduct in the pursuit of his aims; it is equally a sign of blindness to ignore their lofty purity.

Shakespeare's King John, College Classics Series, by MARK HUNTER, M.A., Principal, Coimbatore College, with an Introduction on Shakespeare by the General Editor of the Series, F. W. KELLETT, M.A., Madras Christian College. Madras: Srinivasa, Varadachari & Co.

This is a very excellent edition of this play from whatever point of view we regard it. The Introduction on Shakespeare by the Rev. Mr. Kellett has already appeared and been noticed in connection with other plays of the series brought out by those enterprising publishers, Messrs Srinivasa, Varadachari & Co. We have read this Introduction with much interest. It is up to date and sound, and affords students all the necessary apparatus criticus. Mr. Hunter's

Introduction to the Play of King John is admirable; we regard it as one of the best pieces of work done by this editor. Students of the play will find it quite indispensable for the elucidation of the plot of the play and of the characters of the *dramatis personæ*.

The text "is based" on the Cambridge Shakespeare, but Mr. Hunter has "not hesitated to depart from it on occasion, when the readings adopted are supported by Shakespearian scholars of eminence. In such cases the actuating motive has rather been fidelity to the folios than a tendency to adopt conjectures however ingenious or tempting." As Mr. Hunter himself tells us "the text of the folios is very far from satisfactory," but is usually adhered to by the best editors where any sense can be got out of it. On the whole we think the Text of *King John* under notice is as good as any of the usual texts of this play. We note one place where we think the reading in Collier's folio—not noticed by Mr. Hunter—is superior to the one in the text. In Act II. i. 215, Mr. Hunter reads, following Capell:—

Confronts your city's eyes, your winking gates.
Collier reads—

Come fore your city's eyes, your winking gates.
This reading is overlooked by Mr. Hunter in the *variorum* edition, Appendix A.

Following the Text of the edition under review are the Notes covering some 140 pp. of print. We have tested these notes in many places and have no hesitation in pronouncing them scholarly and sound. No crux is passed over. Where there may be two or more opinions as to the meaning of the poet, these are drawn attention to and fully discussed. Every help that the most exacting student can want will, we are sure, be found in these notes. In Appendix A the various readings are given, and as a help at the bottom of each page of the text in which any different reading occurs, reference is made to the Appendix. Appendixes B and C deal with the versification and grammatical peculiarities of the play and are based mainly, though not entirely, on Abbott's well-known *Shakespearian Grammar*.

Finally, we have exhaustive indexes, without which, in our view, no book in these days can be considered complete.

The general get-up of this play reflects the greatest credit upon the Editors, as well as on the Printers and Publishers.

A Classified Collection of Tamil Proverbs, BY THE REV. H. JENSEN. Madras: Methodist Episcopal Publishing House. London, Trübner & Co., 1897. Rs. 5.

Mr. Jensen deserves well of all who desire to enter into the spirit of the Tamil people. His collection of Tamil Proverbs, though far surpassed in size by others previously published, is the best at present available. The omission of mere variations of the same proverb explains the fact that its proverbs number only one-third of those which appear in earlier books. A considerable number of new examples are given. The collection is arranged under distinctive heads; indexes are provided which still further help one who consults the book to find the proverbs which illustrate any subject he has in mind; a translation of each proverb is given; parallel proverbs from English and other languages are appended, and explanatory remarks are added where necessary. The book is likely to be of the utmost value to all whose work makes it desirable that they should understand the mind of the South Indian people, more particularly on its moral side.

At the same time, the reader must be prepared to find that a large number of the phrases given are by no means proverbs in the true sense of the word. We have marked many sentences which are no more proverbs than are Dickens' Wellerisms or George Eliot's Mrs. Poyserisms. Others are rather quotations; others again are sentences from, or references to, fables or popular tales. A large number are merely conventional similes or examples of idiom. The volume accordingly is much more a book of idiom—of thought and language—than what its name seems to convey. But its value is nowise thereby diminished. One real fault may be mentioned. In several cases there is inconsistency between the proverb and its translation on the one side and the English proverb given as a parallel, or the explanation offered, on the other. Mr. Jensen in his very suggestive preface remarks on the difficulty he has laboured under as a Dane dealing with two foreign languages, and it must be acknowledged that his success under the conditions is remarkable. He has sought to enter into the proverbial idiom of both the Tamil and English languages. A re-examination of the 'Englishing' for the second edition, which we trust will soon be called for, would certainly lead to no little improvement. The misprints—which number not a few—should at the same time be removed. The general get-up is excellent and shows that the Methodist Episcopal Press can turn out work which enables it to worthily co-operate in publication with a European firm, even of the standing of Trübner & Co.

The Rime of the Ancient Mariner, EDITED BY GEORGE RICE CARPENTER, A.B., Professor of Rhetoric and English Composition in Columbia College. (Longmans' English Classics).

We are told at the end of a preface of 12 pages by Mr. P. A. Barnett, M.A., that "the series to

which the present volume belongs has been issued in America under the general editorship of Professor Carpenter, and in accordance with the system of English study recommended and outlined by the National Committee."

Following the preface there is an Introduction and a Chronological table which together occupy 30 pages. We then have 46 pages of text and notes. Thus the little book is, as nearly as possible, equally divided into introductory matter and text with foot-notes.

The get-up is good, but, when this is said, all is said. There is an affectation of high learning, which we have repeatedly noticed in American annotated editions of English Classics. Many of the notes to the *Rime* in the present edition are childish in the extreme, or wrong. Let one example suffice.

Part the First—Stanza vi:

The ship was cheered, the harbour cleared,
Merrily did we drop
Below the kirk, below the hill,
Below the light-house top.

The notes on this stanza are as follow:—

"vi. A moment ago we learned that there was a ship. Suddenly we are aboard and under way. Drop.—Used in a nautical sense,—more down the coast. Below the light-house top is, in this connection, a little confusing. Probably the poet had in mind here the related idea of the light-house top dropping—vanishing—last of all, below the horizon."

Having wrongly explained 'drop,' the editor is naturally 'a little confused.' Though he may be a B.A., he is certainly no A.B.

Notes on Micro-Organisms Pathogenic to Man, BY SURGEON-CAPTAIN B. H. F. LEMANN, I.M.S., M.B. (London), D.Ph. (Cambridge), &c., &c. Bombay: Longmans, Green and Co. Price Rs. 3.

This is an attempt to put into small compass the main facts and current theories of the science of bacteriology. The author states in his preface that his "Notes" are based on lectures delivered at Netley by Professor Wright, and are supplemented by reference to medical and bacteriological journals and text-books; he trusts that they will "supply a want to students and practitioners who have no opportunity of working at the subject themselves or time to read a larger book." It is a question whether this rapidly-developing science can be successfully treated at all in such a condensed fashion. Even the ordinary medical reader will find it difficult sometimes to distinguish between fact and theory; and lucidity and literary style are occasionally sacrificed to the desire for condensation. As there is not a single illustration in the book, the

ideas of bacteriology that many an Indian medical student, with only this little work in his hands, will imbibe, are likely to be crude and erroneous, not to say fantastical. It reminds one rather too forcibly of that educational curse, "cram-book," almost as common in India as the bacillus of tetanus itself; and if "cram" is dangerous anywhere, it is doubly dangerous in connection with such a subject as this. At the same time, it is a creditable thing that a member of the hard-worked Indian Medical Service, amidst the distractions of a plague-stricken city, should have brought out a little summary like this which is at any rate capable of being used to advantage, and which contains the results of original and recent research. We should heartily welcome from his pen a small illustrated elementary textbook on the subject, suited to the previous training and mental habits of the average Indian medical student. Such a work would go more carefully into detail in explaining the main facts and well-established theories, and would either leave out what is doubtful or relegate it to a separate portion of the book. It might still be within such compass and at such a price as would render it popular and likely to be extensively read in this country.

Lectures in the Lyceum or Aristotle's Ethics for English Readers, EDITED BY ST. GEORGE STOCK. Longmans, Green and Co., London, New York and Bombay, 1897. Price 7s. 6d.

Mr. Stock has excellently carried out an excellent idea. He has broken up Aristotle's Books into Lectures, and given to them a form such as they might naturally assume in an English classroom. Aristotle's language is freely translated or paraphrased, and, where necessary, expanded and illustrated. The original has been given a thoroughly English dress. The lectures are transparently clear and full of interest.

Mr. Stock has availed himself of two devices for throwing light upon his text. One of these is the employment of tables, mathematical expressions and figures, which he uses at times with excellent effect. The other is the introduction of dialogue. Besides, Aristotle, Theophrastus, Eudemus and Nicomachus appear as interlocutors. An objection to Aristotle's views which the philosopher considers seems much more real if stated as a difficulty felt by one of his disciples. This machinery also enables the editor to correct any error made by Aristotle or to introduce a modern criticism or supplement his teaching. Thus Mr. Stock uses it to call attention to Aristotle's wrong attribution of a line of Homer to Calypso instead of to Odysseus; and to point out how in his discussion of the relation of Virtue to Pleasure, Aristotle confuses meritousness with virtue. This brings us to the only defect we have found in the book. There is nothing to

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show in these cases what is original and what is not Aristotle's. Confessedly intended for English readers, the book should not require reference to the Greek to show where modern philosophy is brought in to supplement Aristotle. We are glad to recommend this to all in charge of libraries used by students of Philosophy.

Gems of English Prose, SELECTED BY D. N. WADIA, M.A. Education Society's Steam Press, Bombay, 1897. Price One Rupee.

This book is the last of Mr. Wadia's "Casket of Gems" Series. It contains altogether 80 pieces, real gems, covering 302 pages. Many of the selections are not only good specimens of prose, but give at the same time "the great thoughts of great men" of various ages. Perhaps the fact that the book is intended to be not only a Reader, but also a Reciter, accounts for the somewhat sparse representation of some of our chief prose writers compared with others. While the book does not contain any extracts from Milton, Bunyan, Swift, George Eliot, Thackeray, Kingsley, and while Dickens and Macaulay are represented by only five pages each, extracts from Addison fill about 30 pages, and those from Washington Irving's writings extend over not less than 120 pages. Though we fully appreciate the value of these two writers both for reading and recitation, we still think that in a Reader like the one under review the chief writers ought to be more equally represented to give the pupils a more comprehensive idea of our prose literature. As regards the arrangement of the pieces on the first 130 pages, we have not been able to find out on what principle it was carried out, though we grant that an attempt was made at grading according to difficulty; but in a collection like this ours is a difficult task. The best compilations we have seen either follow the chronological order or arrange the pieces under general heads, such as Stories, Descriptive Pieces, History, Geography, Morals, Politics, Philosophy. Perhaps some such plan may suggest itself to the compiler in the second edition. As regards the educative value of the book, we are sure that it will prove a boon to the pupils who are made to use it, and we warmly recommend its introduction to managers, especially of Anglo-Vernacular schools.

Comenius School of Infancy, EDITED with an Introduction and Notes by WILL. S. MONROE. Isbister and Co., London, 1897. Price 2s. 6d.

This little book forms a volume in Heath's Pedagogical Library, an American Series of which Messrs. Isbister and Co. are the English sponsors. It is a translation of *Die Mutterschule*, the treatise in which Comenius set forth his views on the training of a child during the first six years of life. All that Comenius wrote has still its value, and teachers, mothers especially, will find much that is stimulating and suggestive in these simple chapters. The book is neatly got up and well printed. In the

editor's work, however, we can find little to commend. His duty was plain. An idiomatic translation with a brief introduction telling us who Comenius was and what place in his scheme this treatise holds, was all that was required. This plain duty has been ill-discharged. The translation is poor, the introduction ill-arranged. The number of notes, bibliography and illustrative quotations which the editor has added, however excellently it might have been piled up, would have been lumber still. But it has not been piled up excellently. His own notes are frequently inane. The references to and quotations from other writers, which he scatters about the book, are often not all *à propos*. His work is a striking illustration of that art in which the camp-followers of the great army of American educationists are so proficient—The art of 'how not to do it.'

The Red True Story Book, EDITED BY ANDREW LANG, adapted for School Use. Longmans, Green and Co., London, New York and Bombay, 1897. Price 1s. 4d.

This little volume is one of Longmans' supplementary Readers for Upper Standards. It is just such a book as we should like the pupils in our Indian High Schools to read, but the conditions under which the teaching of English is conducted in this country make it scarcely possible to use such books as text-books in schools. It is eminently fitted however for School Libraries. The selection of stories is admirable from the point of view of interest and adventure. The number of foreign or local words, while giving colour to the narratives, is however a drawback in an English Reader. In 'The Burke and Wills Exploring Expedition' not all the Australian terms have been explained. Nor do we in an English Reader expect to find the construction 'scarcely than.' The preservation of the old phraseology and spelling of the original account of the last fight of the 'Revenge' is another doubtful feature. The tales given, besides those above referred to, are Wilson's Last Fight, The Life and Death of Joan the Maid, Peter Williamson, How Marbot crossed the Danube, The Conquest of Peru. The forty-one illustrations by Mr. H. J. Ford are excellent, though the representations of Joan the Maid are scarcely consistent with the praise of her beauty given in the text.

Goldsmith—The Vicar of Wakefield, EDITED with Introduction and Notes by M. MACMILLAN. Macmillan & Co., Ltd., London, 1897. Price 2s. 6d.

Mr. Macmillan's Introduction deals with the varying accounts of the sale of Goldsmith's famous tale given by Johnson and Mrs. Thrale, its editions, its inconsistencies and its merits. We miss any narrative of Goldsmith's life—a defect which cannot be overlooked. The printing of the text is a little cramped. The notes are full. In a few cases information quite uncalled for is heaped upon the student. An English reader would by no means need all the assistance Mr. Macmillan renders. But the annotation is certainly painstaking and accurate.

Mr. Macmillan adopts Mr. Ford's identifications of the various places mentioned in the story, and acknowledges having received valuable assistance from the MS. notes of Mr. Harold Littledale. *The Vicar of Wakefield* presents many difficulties to an Indian reader, and this edition should be welcomed in this country.

Thucydides, Book VI, EDITED BY E. C. MARCHANT, M.A. Macmillan & Co., Limited, London, 1897. Price 3s. 6d.

Since Mr. Frost's 'Sicilian Expedition'—a pioneer of college editions of the classics—was published, the methods of annotation and our knowledge of the siege of Syracuse have both improved to such an extent that Messrs Macmillan & Co. have done well to add to it in their Classical Series separate editions of the two books of Thucydides with which Mr. Frost dealt. Mr. Marchant had previously edited Book VII, he has now produced Book VI. The notes are on the lines the Series has made familiar and are accurate, if perhaps overdone. We cannot commend the introduction. Something more than scrappy remarks may reasonably be looked for. The appendix, discussing a speech of Alcibiades from the stand-point of a manual of rhetoric, might have been omitted without loss. An unpardonable defect is the omission of a plan of the neighbourhood of Syracuse and the works constructed during the siege.

Aytoun's The Burial March of Dundee and the Island of the Scots, EDITED with Introduction and Notes by WILLIAM KEITH LEASK, M.A. (Blackie's English Classics).

The one point we notice about this booklet to which we strongly object is the analysis of each stanza inserted throughout the text. In another edition the analyses should be relegated to the notes.

The notes seem to us sufficient and accurate as far as they go, but as the Introductions, Poems, and Notes are all got into 32 pages, it is obvious they do not go very far. However, the production is cheap at 'three-pence.'

Summary of English History. Longmans, Green and Co., London, New York, and Bombay, 1896. Price 1s.

This book, though nicely printed and illustrated with maps and genealogical tables, is quite unworthy of the firm which has published it. The arrangement is bad and inaccuracies abound. Within the space of one page—an extreme case, it is true—we have marked five misstatements. The book is one of Longmans' Text Books for Indian Schools, but its serious defects make it impossible for us to recommend its introduction.

We have received Parts 18 and 19 of Ratzel's *History of Mankind* (Macmillan & Co.). They deal with the African races.

THE MADRAS TEACHERS' GUILD.

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1. A European or Eurasian B.A. for a Mofussil European College.
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5. An untrained F.A. (B.A., Tamil, with ordinary certificate exempted).
6. A Physics B.A., L.T. (Tamil).
7. A Matric with First-class Normal Certificate.
8. A B.A., Philosophy and Tamil, drawing grant. Headmaster or College Assistant (Christian).
9. A Mathematics B.A., L.T. (Christian).
10. A History B.A. (Latin, Urdu), untrained Eurasian.
11. A trained Certificated Mathematics B.A.
12. A Sanskrit Chemistry (Tamil) B.A., untrained.
13. An untrained certificated B.A., Mathematics (Tamil).
14. A Philosophy graduate (Christian) capable of teaching Mathematics.
15. A B.A. (Tamil and Philosophy), trained, passed L.T. (theoretical).

S. SATTIANADHAN,

Registrar, Teachers' Guild, Royapettah, Madras.

Educational Intelligence.

MADRAS.

THE Madras Provincial Civil Service Examination will in future be held in December.

A HOSTEL for Caste Hindus has been opened in connection with the Setupathi High School at Madura.

HIS HIGHNESS the Maharajah of Travancore has instituted a new examination called the "Vernacular Higher Examination."

JULY has brought back from leave Mr. Denham, Professor of History, Maharajah's College, Mysore, and the Rev. W. Skinner, Professor of Logic and English, Madras Christian College.

WE learn from the *Cochin Argus* that Mr. S. Subramania Sastri, M.A., has been appointed to act as Professor of Philosophy in the Trevandram College, *sub. pro tem.* for two years.

THE *Malabar and Travancore Spectator* reports in one of its recent issues that notice has been issued to the male teachers employed in the Moyan Training Girls' School that their services will be dispensed with from the beginning of August next.

THE Government of Madras has issued the following order (Order No. 244, Educational, dated 28th April 1897) in respect of remuneration to all officers of the Indian Civil Service for conducting examinations at a school in the district in which they are employed. "Government considers it unbecoming for any officer of the Indian Civil Service to appear as a paid examiner at a school examination in the district in which he is employed."

THE following appears in the advertisement columns of the *Indian Social Reformer*. A Hindu gentleman interested in female education offers a scholarship (to be entitled the Victoria Diamond Jubilee scholarship) of Rs. 100 a year tenable from January 1898 to any Hindu lady in Madras who is prepared to prosecute her studies up to the Matriculation Examination. She must be able to begin the course at least in the First Form, and she or her guardian should undertake to refund the amount of scholarship received in case her education is stopped before she passes the Matriculation Examination. Payment of the scholarship will cease when she fails to get promotion in due course or to secure a pass in the final examination. For further particulars application should be made to the Secretary, Madras Hindu Social Reform Association.

BOMBAY.

DR. W. K. HATCH, the Principal of the Grant Medical College, Bombay, returned from leave by the S.S. *Peninsular* on Saturday, July 3rd.

MR. H. PERCY EZEKIEL, who has just come out as fourth wrangler at Cambridge, had a brilliant College career in the Bombay Presidency. He passed his B.A. Examination when only fourteen years of age.

A BOOK on Personal and Domestic Hygiene has been published in Gujarati by Dr. Rustom Ranina, which is quite a valuable addition to the literature of this country, and will prove useful to those able to read if they follow the advice given. The book has been well received by reviewers.

THE Taylor High School, Poona, a European school which up to the present admitted boys and

girls to its classes, has during the last month been divided into two separate schools, one for boys, the other, for girls. An American educationist, Miss Benthien, is in charge of the girls' school, while the boys' school continues under the principalship of Rev. G. Engel.

We regret to announce the death of Mr. Bomonjee Pestonjee Master, who died after an attack of paralysis at the age of 72 years. He was a Clare scholar and later an Assistant Professor in the Elphinstone High School, and took at one time an active part in the foundation of the Students' Literary and Scientific Society. Later on he was engaged in business pursuits.

DEWAN BAHADUR MANIBHAI JASBHAI, ex-Dewan of Baroda and Cutch, visited Anjar on June 19th and was on this occasion shown over the Sanskrit Pathshala, built by Seth Goverdhandas Damodhardas of Kurrachee. The Prize-Distribution of this institution followed the inspection. The boys went through a military drill after the prizes were given away and the Dewan expressed the hope that a course of physical training would be introduced into the schools of the Bombay Presidency.

BENGAL.

RAJA PRAMADANATH, of Dighaputtia, has given away a piece of land worth Rs. 5,000 for the erection of the Rajshaye Technical Institute to be opened in commemoration of Her Majesty's Diamond Jubilee.

In the Entrance Examination of the Calcutta University 51 girls have been successful, of whom 17 have been placed in the first, 23 in the second and 9 in the third division. Of these 20 are Bengalees.

BRIGADE-SURGEON JOHN BERRY WHITE has left a bequest of Rs. 50,000 for the establishment of a Medical School in Assam, where Assamese lads will have an opportunity of qualifying themselves for the medical profession.

In commemoration of the Diamond Jubilee Mr. Cotton has sanctioned sixteen junior scholarships, called *Jubilee Scholarships* for the successful students from Assam at the last Entrance Examination, who failed to obtain the competition scholarships.

The Diamond Scholarship of fifty pounds a year recently given by Lady Elgin has been awarded to Miss Cohen, of Calcutta, who recently passed with distinction the M.B. Degree examination of the Calcutta University; she proceeds to England to qualify herself for the medical profession.

The fifty-fifth anniversary of the death of the late David Hare, the Pioneer of Education in Bengal, was celebrated on the 31st of May. A large number of his pupils and admirers gathered round his tomb

in the College square. The tomb was strewn with garlands of flowers, and prayers and hymns were chanted.

THE Senate House and the several educational colleges for native students in College Street in Calcutta have been severely shaken by the recent earthquake. The Senate House came off fairly well, but the other institutions are in a worse state. Some of the walls are cracked in the College building situated in the square opposite the Senate House, a large part of the frontage having been broken.

THE following is a comparative statement of the results of the B.A. Examination for the various colleges of Calcutta:—

Name of College.	Hons.	Pass.	Total.
Presidency College	57	35	92
F. C. and Duff's	10	33	43
Ripon	7	32	39
G. A. Institution	4	33	39
City College	8	21	29
Metropolitan Institution	0	15	15
St. Xavier's College	1	11	12
Bangabasi	1	5	6
Central	0	3	3

THE Honorary Secretary, Bunkim Chandra Memorial Committee, has offered to place in the hand of the University, Rs. 4,277-9-6 for the purpose of creating a permanent fund, the interest of which is to be devoted to the annual award of two gold medals (or if the amount be not sufficient, one gold and one silver medal) to be called after the name of the late Rai Bunkim Chandra Chatterjee, Bahadur, C.I.E., for the best Bengali Composition at the B.A. and F.A. examinations. The offer has been accepted by the Syndicate, and permission has been given to the Committee to place the portrait of the late Rai Bunkim Chandra in a prominent position in the Senate Hall.

NORTH-WEST PROVINCES.

It has been decided that no European or Eurasian, excepting British soldiers, will be allowed to enter the Thomason Civil Engineering College, Roorki, if married, and that he will be required to leave if he marries before completing his course of studies.

In the last School Final Examination of the Allahabad University, the Kayasth Patasala has passed the largest number of candidates and has also distinguished itself by the high places secured by its students in the order of merit. In the Entrance Examination the Agra Collegiate School has passed the largest number of candidates.

THE corner stone of the new Church of England Boys' School at Naini Tal was laid with religious service on the afternoon of the 5th ultimo by the Commissary of the Bishop of Lucknow. The site is on the ridge of the Avarneta Hill with an out-

look at once towards the plain and towards the Naini Tal Basin. The cost of the building is estimated at Rs. 1,15,000.

PUNJAB.

THE Khalsa High School at Amritsar has been raised to the status of a College.

A GOVERNMENT resolution on the administration of the Imperial Forest School at Dehra Dun shows that there has been a marked decrease in the number of students attending.

In reply to their petition to the Lieutenant-Governor, the students who failed at the recent Entrance Examination of the Punjab University have received a well-deserved rebuff. Mr. Mackworth Young points out that boys interested in passing the examination can hardly be accepted as having a right to judge, and, assuming that there might be matters which needed investigation, it would be unreasonable to act on the initiative of boys. He also suggests that boys overcoming disappointment will find a solace for their failure in the wise counsel of their responsible teachers, who will explain to them the reason of their failure.

THE Dayanand Anglo-Vedic College has made rapid progress. The increase in the permanent fund, in the number of students and in the amount of fees has been marked during the last year. The fund amounts to about Rs. 2,74,026, and the annual income is about Rs. 30,872. During the last year 1,037 students were on the rolls, of whom 277 were in the college classes. The college establishment cost nearly Rs. 12,695, which is about Rs. 43 per student. Thus the education given in the college was the cheapest in the whole of India, though the quality of education is in no way inferior, as judged from examination results, to that imparted in Government or other institutions. To the college is attached a boarding house containing 176 boarders. There are also engineering and tailoring classes. Principal Hansraj and his staff of assistants may well feel proud of their successes.

UNITED KINGDOM.

THE net increase in the education, science and art estimates for the coming year in Great Britain will be nearly £300,000.

In the Cambridge Mathematical Tripos ninety men and twenty women have acquitted themselves so as to deserve honours.

THE University of Cambridge has conferred honorary degrees on Sir Pertab Singh and the Colonial Premiers.

DR. JOSIAH ROYCE, Professor of History and Philosophy, Harvard University, has been appointed Gifford Lecturer, Aberdeen University, for 1898-1900.

DR. NANSEN has forwarded a cheque for £50 to the Vice-Chancellor of the University of Cambridge asking to be allowed to make a contribution towards the teaching of Geography in the University.

THE foundation stone of the Croydon Central Technical schools, the gift of Mr. Passmore Edwards, was laid on the 25th May. The site adjoins the Truro Free Library, given by Mr. Edwards.

A NUMBER of institutions for the maintenance and education of orphan and crippled children benefit largely under the will of the late Lady Victoria Wellesley, which was made public last month.

THE town of Dudley commemorated the Diamond Jubilee of Her Majesty by presenting to the school children, numbering about 11,000, a copy of the Revised New Testament, specially bound in red and containing a portrait of the Queen.

THE buildings of Girton College are to be enlarged at a cost of £50,000 as the present buildings cannot accommodate all the ladies who apply. A Miss Emily Davies has given £1,000 towards the building fund.

THE Imperial Institute has offered three scholarships, tenable for two years, for proficiency in Tamil, Persian and Chinese, or in the absence of candidates for any one of these languages, in Guzarati. The scholarships will be awarded in July next.

THE Duke of Connaught has arranged for a provisional battalion of public school boys, belonging to the Volunteer Corps of the principal schools in England, to be formed at Aldershot from the 26th instant to the 3rd proximo.

THE Government returns recently issued show that upwards of £206,000 was given last year in grant for music to four and a quarter million pupils in Elementary State-aided schools in England alone. Scotland and Ireland being left out of account.

THE attempt is being made by those who control the London Board schools to teach swimming without the aid of water. An interesting feature of a late exhibition of physical exercises in Albert Hall was a swimming drill.

ON the 23rd ultimo the Queen reviewed 10,000 children attending Board and non-Board schools. The children were accommodated in the stands erected on Constitution Hill, and the seats were allotted in proportion among the various Board and non-Board schools, according to denominations.

THE subject for the Cambridge University Cobden Prize for 1898 is "The relative importance of the influences which tariff regulations and other causes exert upon international trade, as shown by the vicissitudes of British trade with the United States of America, especially since 1846."

For the first time in the history of the University of Oxford, an honorary M.A. was bestowed upon the Mayor of the city, Alderman Robert Buckell, whose exertions to make the relations between the city and the University pleasant and harmonious have been unremitting.

THE results of the pass examination for the Bar held last Easter were published last month. Out of a total of 126 examined, no less than 57 failed, 20 of them so badly that it was ruled that they should not be admitted for examination on the next occasion. Eight Indians have passed the examination.

SOME of the most important gymnastic clubs in England have been amalgamated under the name of the Amateur Gymnastic Association for the furtherance and improvement of gymnastics in England. The Association Gymnastic Instructor's certificate is recognised by the Education Department.

THE President and Council of the Royal Asiatic Society have resolved to found a gold medal to be given triennially to distinguished oriental scholars for that book in the English language which is most calculated to advance the objects of the Society as laid down in Rule 1. Any subject of Her Majesty throughout the Empire will be eligible for the medal. The total cost of founding and endowing this gold medal will be about £300, to which the Members of the Society are requested to contribute.

AN abstract of the accounts of the University of Glasgow for the session of 1895-96 has been published in the form of a Parliamentary paper. According to it the revenue for the year amounted to £55,507, and the expenditure £55,329, leaving a balance of £178 7s. 1d. The capital account shows assets of £272,018 8s. 5½d. The salaries of professors absorb £23,733 of the ordinary expenditure, in sums ranging from £1,645 paid to Professor Cleland, to £600 each paid to Professors Becker, Moir and Simpson.

ABSTRACTS of accounts of the University of Oxford for the past year have just been published, including general fund, trust funds, special funds, and institutions connected with the University. The total receipts from external sources, lands, houses, tithe rent charge, and the like, amount to £10,469; from internal sources of revenue £30,147. The total receipts, including trust funds, University press, and all receipts from external sources, come out at £65,157, and a balance is carried forward of £1,929. The amount of loans originally borrowed is £92,055, and the amount remaining unpaid is £43,712.

THE report of the special Board for Physics and Chemistry at Cambridge proposes that greater weight should be attached in the Tripos examinations to evidence of the student's previous practical work. Professor J. J. Thomson and Mr. Glazebrook have assured the Senate that in their capacity of examiners in London University they have found it in certain cases necessary to refer to student's note-books containing a record of the actual laboratory work done by them during their preparation in order to form a sound judgment on their attainments. Professor Oliver Lodge has announced that he would not again examine in physics unless the examination is supplemented by something more satisfactory in a practical sense.

THE Committee of the National Indian Association in aid of Social Progress and Education in India offer periodically two prizes in the form of books of the value of £1 (one pound) and 10s. (ten shillings) respectively for essays on selected subjects. The prizes will be awarded for the essays which the adjudicators decide to be first and second in merit among those sent for competition. The two essays will be printed in the *Indian Magazine and Review*. Competitors must be Natives of India. The subject for the next competition is "The Best Method of developing Local Industries in India independently of State Aid." Essays should be sent (post paid) in time to be received not later than the 1st November 1897, and should be addressed care of the Honorary Secretary of the National Indian Association, 5, Pembroke, Crescent, Bayswater, London, West.

AMERICA.

THE degree of Doctor of Medicine has been conferred by the University of Chicago on Dr. Fateh Chand, Civil Surgeon of Ludhiana.

THE Massachusetts courts have decided that a parent has no right to take a pupil from a school against the decision of the principal.

MR. S. C. K. RATNAM, a Native Christian Graduate of the Madras Christian College, has passed the M.A. Examination in Philosophy of the Princeton University.

MR. W. R. GRACE, Mrs. Grace, and Joseph P. Grace have set aside the sum of 200,000 dollars for the founding of a Manual Training School for women and girls in New York City. No tuition fee shall be charged where the applicants for admission are in needy circumstances.

THE North American Child-study Association was formed at the child-study conference in Chicago held last May under the lead of E. W. Krackowizer, C. C. Van Liew, Golin A. Scott, and M. V. O'Shea. The object is to secure the formation of state societies for child-study, and in general to advance every interest of the subject.

THE following gifts to educational institutions in America are announced by *Science*:—12,000 dollars to the Massachusetts Institute of Technology by the late John Foster of Boston; 7,000 dollars to Wellesley College for a scholarship fund by the late Charles Bell of Springfield, Massachusetts; 10,000 dollars to Brown University by the late Mrs. Maria L. Benedict of Providence.

YALE University has instituted a new department in the shape of a teachers' course. This course is thrown open to the school teachers of the State. The school is conducted on Saturdays of each week during the school year, and seven of the college professors have been delegated to look after it. At the opening session, about 100 teachers appeared to take advantage of the opportunity.

A BILL was passed at the recent session of the legislature at San Francisco to establish a teachers' annuity fund. This fund will be formed from subscriptions made by the teachers themselves, from bequests, or donations, and from moneys withheld from teachers because of absence from duty. Teachers wishing to become beneficiaries will subscribe 12 dollars a year, 1 dollar being taken from their salaries by the treasurer. At the end of thirty years they will be entitled to retire on an annuity of 360 dollars a year or 30 dollars a month; or, should they become incapacitated before the end of the thirty years, they will receive such a proportion of this sum as the time of their service is to the full term of service.

FOREIGN.

A FRESH batch of nearly two dozen Siamese students have been sent to England by the Siamese Government to qualify themselves for different professions.

THE University of Paris readily admits women to her degrees. Recently a Polish woman and a Russian lady were admitted to the degree of Doctor of Medicine.

THE building of an International Institute to be conducted on the principles of Western education has been sanctioned and an English school has been established in another part of China.

IN order to prevent undesirable efforts often made by authors and publishers to increase the circulation of some school-books, the Prussian Minister of Education has ruled that in future no book will be approved for use in schools if the author or publisher seeks to induce the managers or teachers of a school to adopt the book by guaranteeing some pecuniary benefit to the funds of teachers' societies or to charitable institutions in which teachers have a special interest.

THE subjects discussed at the International Congress of Technical Education held last month at the rooms of the Society of Arts included (a) Industrial Education:—(1) Advanced instruction; Polytechnics; Universities; Colleges. (2) Secondary Instruction; Higher Technical Schools; Secondary and Intermediate Schools; Evening Schools. (b) Commercial Education:—(1) Advanced Instruction; Colleges; High Schools and Institutes of Commerce. (2) Secondary Instruction; Commercial Schools; High Schools; Classes for Adults.

THE control of the elementary schools' attendance books in Prussia, it is stated, will be taken out of the hands of the Municipal schools committees and transferred to the Police department. Hitherto, since 1845, the so-called *schul* deputation has had the right of levying fines for non-attendance. Henceforward its powers will be considerably curtailed. It will retain the duty of warning parents, but the actual penalty will be exacted in the common court. This further restriction of municipal control is hardly likely to be popular.

A WORKMAN of Solingen had failed to send his daughter to school to participate in the Kaiser's birthday celebration; he was fined 6d. The workman appealed to the *Schöffengericht*, and the jury, in consideration of the day falling in the vacation, remitted the penalty. The public prosecutor appealed to Düsseldorf, and was informed that the function of the school was not limited to mental instruction, but also embraced the formation of character, especially as regards patriotism. The best method of cultivating the latter was the celebration of national anniversaries. In view of this legal opinion the *Strafkammer* reimposed the 6d fine for non-attendance at school.

A MUCH needed reform is being set on foot in the Primary schools of Berlin. At present the children in the lowest classes who have just completed their sixth year receive twenty-two hours of instruction a week, and begin in the summer on some days at eight, on others at seven o'clock. At a recent sitting of the School Board it resolved to send a memorandum to the committee of inspectors recommending that the number of compulsory hours should be reduced to eighteen, thus abolishing the seven o'clock lesson four times a week. According to the recommendations of the Board these four vacant hours shall be set apart for voluntary handiwork and drill classes, exemption to be granted on the reasonable request of the parents.

THE Naples Zoological Station, which recently celebrated its twenty-fifth anniversary, allows any college or scientific association to retain a work-table at the station, with the use of all necessary apparatus and materials, for an annual payment of fifty pounds. Among the German States Prussia has engaged four tables, Saxony, Bavaria, Wurtemberg, Baden, Hesse, and Hamburg have one each. Oxford, Cambridge and the British Association, as well as Italy,

Austro-Hungary, Holland, Belgium, Switzerland, Roumania, Bulgaria, and the United States are also represented. A small fleet of vessels is employed to procure specimens for examination, and as many as forty students are often engaged at the station at one and the same time.

THE Professors of the University of Paris will deliver during the months of July and August, a holiday course of lectures to foreign students. Messieurs Clement and Huguet will respectively explain the metaphors, proverbs and idioms relating to trades, crafts, and sciences, and the phraseological construction of the writers of the sixteenth and eighteenth centuries; Professor Brunot, the comparative study of syntax. Classical and contemporary literature will be treated by Messieurs Jaquinet and Dounie of the *Revue des Deux Mondes*. Professor Berr of the Comédie Française will give dramatic readings out of Molière's masterpieces. Under the charge of the artist and statuary, M. Carl, the students will visit the museums, monuments, churches and works of art at Paris, Rouen, &c. Messieurs Ragnet and Roussilot will deliver a special course on elocution, pronunciation and phonetics. M. Chaillet Bert, the well-known publicist, will lecture on the political and social institutions, as well as the military organisation of France. The full course includes about 200 lectures, lessons and visits, and the fee for the whole course is about £9 10s. On the completion of the courses a board of professors will examine orally and by written papers, candidates desirous of sitting for the *diplôme élémentaire* or for the *diplôme supérieur*.

Educational Notes.

THE University of Berlin had 7,026 students during the last winter term.

IN 1838 there were 845,000 children on school registers in England. Now there are over 5,325,000.

A DOCTOR says that very many of the cases of deafness now prevalent are the results of children having their ears boxed.

A FEATURE of present-day University life in Scotland is the freedom with which, through their journals, students criticise University arrangements.

THERE are at present in the City of New York 4,000 teachers and 256 principals of schools; of these only 300 are men.

ONE Mr. Louis Grathmann of Chicago is planning the construction of a new telescope on a grand scale with which we shall be enabled to see the men and women on the planet Mars.

SWITZERLAND has seven Universities, which is more than twice as many as Germany in proportion to the population, and more than sixteen times as many as Russia.

DR. REIN, of Jena, urges that, "The State has a right to demand that education and instruction shall not be neglected, that the schools shall pursue no course hostile to its interests, and that they shall attain certain results which are essential to its task."

THE total number of teachers in all grades in employment in elementary schools in England now reaches the total of 138,743. There are 56,712 certificated teachers, 25,393 ex-pupil teachers, 31,622 pupil teachers, 12,838 Art. 68's, and 12,178 candidates.

ON Presentation Day at the University of London, Lord Herschell justly remarked that Universities were not worthy of their name unless they inspired a love of knowledge for its own sake, and that they could not do this by the mere granting of degrees on examination.

AT the sittings of the Joint Training Committee in London the following reasons were brought forward against training: (1) Any additional compulsory study after graduation might result in the loss to the profession of many of its best teachers; (2) Training destroys originality; (3) Hardship results to pupils in a training school.

THE valuable opinion expressed by Sir William Broadbent at a meeting held in the last week of May of the Children's Country Holiday Fund will be found useful by hardworkers who stint themselves in the matter of holidays. He said that it was always an axiom with him that the third week of a holiday did as much good as the two previous weeks put together.

A SOCIETY for assisting the orphans of Elementary Teachers was established in France in 1885. It has now 23,000 members, an income of about 80,000 francs, and a reserve of 250,000 francs. The society gave last year assistance to 1,243 necessitous cases, and succeeded in reducing its working expenses to less than 6,000 francs. The Department of Education has just increased its grant from 1,000 to 3,000 francs.

THE following table gives the annual cost to Government for educating a student in the principal colleges maintained by it:—

Madras.....	Presidency College.....	Rs. 276.
Bombay.....	Elphinstone College.....	243.
Bengal.....	Presidency College.....	223.
N.-W.P and Oudh..	Muir Central College.....	99.
Punjab.....	Lahore Govt. College.....	295.
Central Provinces..	Jubbulpur College.....	165.
Burma.....	Rangoon College.....	895.

THE following statistics from Buda Pesth on the connection between measles and school attendance based on twelve years' figures are interesting. The total number of cases in August was 780, in September 639, in October 1,635. The minimum occurs in the holiday month. Postponement of the holidays postpones the time of minimum measles. These

figures would seem to indicate that holidays and immunity from measles have some very close connection, and that this connection is of a casual character. A writer recommends that a school should be closed for a fortnight on the appearance of the first case of measles.

THE Education Department of Great Britain is taking active measures to give effect to the Blind and Deaf Elementary Education Act, which came into operation on January, 1894, but has not hitherto been systematically enforced. The Act imposes upon school authorities certain new duties with regard to deaf and blind children, and at the same time confers upon them the powers necessary for the performance of those duties. The Act emphasises the duty of the parents of a blind or deaf child to secure for it efficient and suitable instruction, and places the school authority in a position to provide the requisite school.

THE great "public schools" of England are few in number, the best known of these being Eton, Harrow, Westminster, St. Paul's, Charterhouse and Rugby. These schools have from 300 to 1,000 boys each, and they train them for the Universities or for business life. The lowest age of admission is from 10 to 12 years, although connected with some of these are junior schools for younger boys. The boys are generally cared for by the "cottage system." Each house, which is in charge of one of the masters of the school, contains about 35 boys. The annual expenses vary from £106 to £200, and these are materially lessened for the brightest boys by scholarships. These are obtained by competitive examination, and the holders are educated at the expense of the school, except that they pay about £25 each in annual fees.

MR. MUNDELLA, speaking at the Annual meeting of the Mid-Devon Liberal Association, said that the question of education ought not to breed distinction between this or that religious sect. They wanted their children brought up as they ought to be, with a love of virtue, truth and goodness, but they also wanted a first-rate secular education. His conviction was that the greatest competition England had to fear was not from the resources of other countries or their capital, but from their intelligence. Thirty or forty years ago Denmark was one of the poorest countries in Europe. Now she was getting rich. She was sending to this country butter and agricultural produce worth £5 per head of her population. Though she had a worse soil and climate than England, she was able to send here millions of pounds of butter all because of the excellent education she gave her farming classes. English manufactures were suffering in the same way, and, until Englishmen woke up and shook off this lethargy on educational matters and made Englishmen as intelligent as every other man this country would suffer.

III

"UNDISCIPLINED, pert, given to levity and ribald conversation, irreverent, irrepressible, self-assertive, our present-day students are certainly not what they should be, nor are they the future hopes of our country." Such is the portrait of the young college-trained Baboo which the *Indian Mirror* presents to its readers. Coming from a native journal which used to be a thick-and-thin advocate of "culture" as the only object worth striving for, this unflattering sketch of a former idol must have cost the limner some pangs. Its faithfulness, however, is indisputable; even Sir W. Wedderburn must admit it to be drawn from the life if he carries back his remembrance to the marvellously conceited young Bengalis who orated at the Congress under his presidency. But it is not necessary to travel to India to see fine specimens of the class. Even here in London some are on view among the Indian youths newly arrived from their native land; but by rubbing shoulders with the indigenous community they soon learn that they are not quite such gifted geniuses as they had imagined, and by the time they go back they have pretty well got rid of self-conceit. Our Calcutta contemporary contends that the only remedy for the state of things it deplors would be the establishment of public schools in India on the Eton and Harrow model for native youths whose parents could afford the expense. That would do no good at all. What they require to knock the nonsense out of their heads is constant association with English boys, and that cannot be secured in India. The difficulty can only be surmounted, therefore, by education in England either at public or private schools.—*Globe*.

No one can have failed to observe that of late years there has been a vast increase in the number of children who wear spectacles. In no matter what part of the country one may be, whether in London or in the provinces, children are to be met with suffering from eye complaints of one sort or another. There is no doubt whatever of the cause of this sad state of things. What is ruining the children's eyes is the increased pressure of book work which the craze for examinations has put upon them. Nowadays, if a boy is to gain a junior scholarship he must begin cramming at a very early age unless he is a lad of surpassing quickness; and even then he wants some book-learning, or he will not be able to answer the questions. The same thing goes on all through life: there are always examinations ahead until the children's eyes are ruined, and then the mischief is irreparable. And what with high schools and degree certificates the girls are as badly off as the boys. With reference to this blinding of the younger generation a correspondent informs us that in his own family two of the children who at the age of six seemed to show signs of short-sightedness were taken to an oculist, who ordered them spectacles, which they will in all probability have to wear for life. Alarmed by this result of early study, our correspondent refused to have his younger children taught anything that required any strain of the eye until they had passed

the age of six, and the result is that their eyes are now perfectly sound. Happily there is a tendency in the Kindergarten system to keep children away from books while they are very small, and to teach them by rote or by games. If we are not to become a spectacled nation, too much poring over books must be absolutely forbidden in the case of young children.—*Globe*.

The following circular has been issued to urban and rural district councils by the Education Department :—

Whitehall, London, S. W., May 24th, 1897.

Sir,—I am directed to call the attention of your council to the enclosed Circular 347, which was issued in April 1894, and to remind you that, for an area not under a School Board, the district council acting through a committee of that council appointed for educational purposes, is now the school authority for the purposes of the Elementary Education (Blind and Deaf Children) Act, 1893.

I am to request that your council will now be good enough to make a return to this department stating the names and ages of all the (a) blind children between the ages of five and sixteen, and (b) deaf children between the ages of seven and sixteen, resident within the area for which your council is the school authority under the above Act, or sent to a certified school by your council; and also the name of the certified school attended by each child, or the reasons for its non-attendance at a certified school. The address of the child's parent or guardian should be given in each case, and children attending a certified school must be entered only in the return made by the school authority which sends them to the school.

In order that the above return may be as accurate and complete as possible, I am to suggest that your council should put themselves into communication with the school attendance committee appointed under the provisions of the Elementary Education Act, 1876, who can ascertain from their attendance officers what blind or deaf children (if any) are attending the ordinary schools, and what children are excused from attending the ordinary schools on the ground of blindness or deafness.

The return should be made on the schedule annexed hereto.

I have the honour to be, Sir,

Your obedient servant,

G. W. KEKEWICH.

To the Clerk to the District Council.

ACKNOWLEDGMENTS.

We beg to acknowledge with thanks the receipt of the following remittances on account of the **EDUCATIONAL REVIEW**, during May, June and July 1897.

	RS.	A.	P.
The Headmaster, A. M. High School, Vellore, for 1897	5	0	0
Office, Esq. Ahmedabad, for 1897	5	0	0

	RS.	A.	P.
The Headmaster, S. P. G. High School, Ramnad, for 1897	5	0	0
The Headmaster, F. C. M. High School, Conjeeveram, for 1897	5	0	0
J. P. Cotelingam, Esq., M.A., Bellary, for 1897	5	0	0
S. Venkobachariar, Esq., Madura, for 1897	5	0	0
S. N. Row, Esq., Dinajpur, for 1897	5	0	0
The Headmaster, V. C. High School, Morvi, for 1897	5	0	0
Ganpatram G. Sastri, Esq., Ahmedabad, for 1897	5	0	0
Dhondo Govind, Esq., Arvi, for 1897	5	0	0
J. F. Madan, Esq., Bombay, for 1897	5	0	0
The Secretary, Tennis and Reading Club, Nazareth, for 1897	5	0	0
M. Kantha Raj Urs, Esq., Mysore, for 1895-96	8	8	0
The Headmistress, Government Training School, Coimbatore, for 1897	5	0	0
The Headmaster, Native High School, Kumbakonam, for 1897	5	0	0
The Secretary, Negapatam Student's Union, Teppakulam, for five numbers	2	8	0
The Headmaster, Anjuman Islam High School, Bombay, for 1897	5	0	0
The Headmaster, Surat English School, Surat, for 1897	5	0	0
C. Cooper, Esq., Madras Christian College, for 1897	5	0	0
Philip E. Morjappah, Esq., Colombo, for 1897	5	0	0
The Headmaster, M. B. High School, Hosiarpur, for 1897	5	0	0
The Headmaster, Victoria Jubilee High School, Punjab, for 1895-97	15	0	0
J. C. Godley, Esq., Lahore, for 1897	5	0	0
S. J. Castletine Gray, Esq., Rangoon, for 1897	5	0	0
The Headmaster, Taylor High School, Narsapur, for 1897	5	0	0
J. M. Vissac, Esq., Bangalore, for 1897	5	0	0
T. S. Subramania Iyer, Esq., Shiyali, from June 1897	2	8	0
The Principal, Calcutta Madrasa, Calcutta, for 1897	5	0	0
Birchand Dayaram, Esq., Hyderabad (Sind), from July 1897 to June 1898	5	0	0
M. Hunt, Esq., Bombay, for 1897	5	0	0
A. Ramachandra Iyer, Esq., Bangalore, for 1897	5	0	0
P. N. Wadia, Esq., Bombay, for 1897	5	0	0
G. J. Agashe, Esq., Dhulia, for 1896-97	10	0	0
H. K. Sanyal, Esq., Benares, for 1897	5	0	0
The Secretary, Teachers' Association, Salem, for 1897	5	0	0
The Rev. H. J. Hoare, Punjab	5	0	0
M. R. Vydiyanethasastriar, Esq., Calicut, from May 1897 to April 1898	5	0	0
G. Appa Row, Esq., Cochin, from July to December, 1897	2	8	0
M. Hunter, Esq., Coimbatore, for 1897	5	0	0
The Principal, Elphinstone College, Bombay, for 1897	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, &c., should be forwarded to the Publishers, EDUCATIONAL REVIEW Office, No. 4, Mount Road, Madras.

N.B.—Please notice the Editor's address—Mysore.

The Educational Review.

Kopi contributes to the present issue of the *Educational Review* a well-written and striking article on the vexed question of the relationship between English professors and Hindu students. There is little doubt that the lack of intimacy between professors and students is a widely-felt grievance on the part of the latter, and is one which is being increasingly resented. It seems certain that in years gone by there was much greater intimacy between

professors and students, though we have good reason to believe it was not so great as might be inferred from *Kopi's* statement. It should be remembered, however, that the work of a principal or a professor has much increased of late, the University curriculum has been enlarged, while the classes have greatly increased in numbers. But we do not wish to make excuses for a state of things which is eminently unsatisfactory and which certainly ought not to be allowed to continue. At the same time we would ask, what do Native professors and lecturers do in this direction? As far as our experience goes they see no more of their students than do the English professors, although in their case very few of the obstacles exist in the way of close intimacy with their students which undoubtedly operate in the case of Europeans. After all, Englishmen are foreigners whose ways of thinking and living differ considerably from those of their pupils. We gladly invite the views of our readers, Hindu and English, lecturers and students, on this vital question.

While on this subject we would draw the attention of our readers to a third contribution on "Indian Universities, Ideal and Actual," made by H.R.J. in the July number of the *Calcutta Review*. As the contribution is a most important one, and as the majority of our readers are not likely to come across the article in question, we print the same in the present issue of the *Educational Review*. H.R.J. has much to say on the question of the relations existing between professors and students. He summarises the complaints brought against the education given by our colleges under the three heads of (1) good manners; (2) more effective moral guidance; (3) loyalty and public spirit. We cannot agree with his suggestion that a definite code of rules prescribing the behaviour expected of students should be posted up in every college and enforced by pains and penalties of a mild kind. Apart from the invidiousness of such a course, especially when we remember that we are dealing with University students, we think that such a code of rules had better give place to the inculcation of good feeling and *esprit de corps*, exhibited chiefly in the manners of the senior students who should be taken into the confidence of the principal. The same argument applies to the other two heads of morality and loyalty. These are subjects which are least effectively taught by direct teaching and most effectually taught by force of example. H.R.J. goes to the root of the matter when he states that the large number of lectures attended by the students is the great bar to the lecturer coming into close contact with individual members of his class. If the lecturer is to do justice to the students he must devote a considerable amount of time to preparation. If

it were possible to materially reduce the number of lectures, the professor might then make a point of seeing each student privately at least once a week. He would then come to know wherein lay the strength and the weakness of each of the students; he could solve their individual difficulties and advise them in their studies. This system prevails in England at the older Universities, at least with the Honours men, whose essays afford the opportunity for much intellectual talk. Among other means which H.R.J. notices as likely to increase the intimacy between professors and students are athletics, reading-rooms, afternoon or evening lectures of a popular character. The fact is that if our professors possess that "intensified zeal and earnestness" of which H.R.J. writes, then innumerable ways of improving existing relations will readily suggest themselves.

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In the notes and extracts of the *Madras Christian College Magazine* for July there is a noteworthy statement on the relations between the Madras University and its Affiliated Colleges. It seems that at last the claims of the mofussil colleges are fully recognised and that "the position of these colleges can never again be ignored." But the writer of the note deplors the fact that "the wide dispersion of the colleges imposes an obstacle in the way of securing a fuller corporate life in the University, and also prevents the University, as such, from seeking to obtain a larger income with which to encourage research, to establish professorships in subjects that cannot be overtaken by the colleges, or to attend to the physical welfare of the student." It is quite true that the mofussil colleges would resent any proposal

to make use of the huge balance lying at the disposal of the University which benefited Madras at their expense. The writer, however, seems to overlook the fact that the University could do many things with its accumulated funds to which no objection could be urged by any of the Affiliated Colleges. For instance, what is there to prevent the University from apportioning a sum of money to each college for its library? Few of the mofussil colleges have adequate funds at their disposal for the proper equipment of the college library. We presume even the libraries of the Madras Colleges would be none the worse for an addition to their shelves. Then again, who would object to the establishment by the University of research scholarships or fellowships? And the least possible objection would be raised to a scheme for establishing a course of teaching and lectures for the M.A. degree. At present there is practically no provision for such teaching, although it is just the M.A. course which is best calculated, by its specialisation, to prove of the utmost service to students. All this might be undertaken without demanding any further contribution, in the form of a capitation tax, from the students. Should this latter be imposed, as has been suggested, the mofussil colleges would demand a *quid pro quo*. The appointment of University officers who would be authorised to inspect the equipment of mofussil colleges, the licensed lodging houses included, would be an undoubted benefit to the colleges and would help to strengthen the bonds between the latter and the University.

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Under the striking title of "The Illiterate Undergraduate," the *Spec-tator* has a short article on the books which the Undergraduate at Oxford and Cambridge reads—or

rather does not read. The article is based on a paper in the *Granta*, a magazine edited and written by Cambridge Undergraduates. The writer deplors what he states as a fact, viz., that the works of Scott, Thackeray, Dickens, and well-established English authors are left severely alone, while the spare time of the undergraduate is devoted to trashy modern novels. The charge is one which can be applied with even greater justice to the English public at large. It is certain that the standard authors are not appreciated to anything like the same extent as they were a few years back. But we venture to assert that the fact, if fact it is, that undergraduates do not read such writers as Thackeray and Dickens must not be taken as proof that these writers are altogether unknown to the average undergraduate. The truth is that Scott, Dickens and Lytton at least are fairly well read by English boys long before they go up to the Universities. One would like to know too, what works of modern fiction the writer in the *Granta* would include under the head "trashy." Certainly all modern novels cannot be relegated to that class. There are not a few works of modern fiction the perusal of which would be of the greatest benefit to a young man entering upon life. It is just possible that the craze for athletics at the Universities may be responsible, to some extent, for the predilection of young men at Oxford and Cambridge for "light" reading. Athletics and the serious reading for the Schools, especially the former, leave the undergraduate without much superfluous energy, and this may be a reason for his disinclination to make the slight mental effort necessary for the perusal of such writers as Scott and Thackeray. However, we require more proof that the literary taste of young men at Oxford and Cambridge is as

debased as the writer in the *Granta* would make out. His statement by no means agrees with our own experience of a time, but a few years back, when not only the novels of standard authors were read and discussed, but also the poetry of such men as Browning, Swinburne, and Morris.

So far as India is concerned, it is comforting to find on the authority of the Rev. F. W. Kellett (*Educational Review*, April 1896) that with the students in Madras "Meadows Taylor is the most popular novelist... next to him and Scott come George Eliot, Thackeray, Lytton, Kingsley and Dickens; Adam Bede, Esmond, The Last Days of Pompeii, Hypatia and David Copperfield standing first under the different names." We do not hesitate to assert that the ordinary English undergraduate is also acquainted with the representative list given by Mr. Kellett, the only difference being the period of life at which such books are read. In the case of English boys such books are read at an earlier stage than is the case with Indian students, and naturally so, seeing that in the one case English is the mother-tongue, in the other, the acquired language of the readers.

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The publication of the Cambridge examination lists goes far to prove that, to quote Professor Huxley's oft-repeated words, "a ladder reaching from the gutter to the University" has at last been provided in England. The Senior Wrangler of the year, Mr. W. H. Austin, began his ascent of the educational ladder as a pupil of a Birmingham Board School. Mr. W. H. Winch, whose name appears in Division I of Part I of Class I of the Moral Science Tripos, also began

his ascent at the very lowest rung of the ladder. We think that his subsequent career is even more creditable than that of Mr. Austin, who passed easily by means of scholarships direct from the Board School to the Birmingham Grammar School. In the case of Mr. Winch, however, that gentleman passed through the painful stages of a pupil-teacher, Queen's School, and Board School Master respectively. A few years ago only an exceptionally bright and clever boy of humble parentage who succeeded in securing patronage, could hope to pass on to the University. Nowadays, on the other hand, nothing is more easy than for a clever and poor boy to end his educational career at the University by the natural and systematic help of scholarships. The English nation is evidently at one with the late Professor Huxley in attaching the highest importance to securing at any cost the best possible education to a boy of genius. The Professor's statement was: "I weigh my words when I say that if the nation could purchase a potential Watts, or Davy, or Faraday at the cost of a hundred thousand pounds down, he would be dirt-cheap at the price. It is a mere commonplace and everyday piece of knowledge that what these three men did has produced untold millions of wealth in the narrowest economical sense of the word." How little, unfortunately, is done in India to give the highest training to potential men of genius! Where are the Scholarships, Fellowships endowments, comparable to those in England? Our rich men are to blame, as also a University system which fosters the attainment of a dull average standard, but makes no provision for the encouragement of genius.

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In the death of Mr. Mundella England loses one of her ablest and most disinterested supporters of Elementary and Technical Education. His interest in these subjects, both while in office and out of office, has been remarkable. It was but a few weeks ago that he attended the International Technical Congress, and now all too unexpectedly comes the news of his death. Mr. Mundella's name will be permanently connected with the history of Elementary Education in England by his famous Act of 1880 which made school attendance compulsory throughout England. Mr. Foster's Act of 1870 had done much to popularise Elementary Education, but there was still by 1880 a most undesirable disproportion between the number of children in actual attendance and the total number of children of school-going age. In the same Act, Mr. Mundella introduced an educational standard as a condition of half-time employment. This standard is the necessary condition of employment of children between the ages of ten and thirteen, irrespective of attendances made. Scarcely less important were the improvements introduced into the code by Mr. Mundella in 1882. A regular course of object lessons on natural phenomena and of common life was made a condition of the receipt of a Government grant by infant schools. The kindergarten system was likewise made compulsory with the result that more efficient infant schools than those now existing in England are scarcely to be found anywhere. Mr. Mundella was fully aware of the evils resulting from the "payment by result" system. By his "graduated" and "merit" grants he attempted to avoid the drawbacks of that system. The tone, method and equipment were to form henceforth an important element in

the estimate of the Inspector, upon which estimate depended the merit grant. It is impossible to enumerate here all the reforms in Elementary Education which must ever be associated with Mr. Mundella's name.

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At the recent International Congress on Technical Education, Mr. J. A. Baines, C.S.I., read a paper which showed his intimate knowledge of the conditions and limitations of technical instruction as applied to India. He showed that scarcely five per cent. of the people of India live in aggregates of 20,000 and over, the interval between these aggregates being filled up by self-supporting villages, where work is accomplished by a traditional rule of thumb. It is evident, therefore, especially when we remember that ninety-four per cent. of the population of India is illiterate, that the opportunity for establishing technical industries in Indian villages will only present itself in the remote future. The majority, too, of the population, viz., seventy per cent., obtain their livelihood by the cultivation of the land. It is in compulsory primary education that Mr. Baines would find the remedy for improving the position of the Indian artisan. He believes that if fairly educated and well trained, the Indian artisan would compete favourably with the workers of other countries.

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We notice with pleasure that the London Drapers' Company has come to the rescue of the University of Oxford by offering the munificent sum of £15,000 for the erection of a new Radcliffe Library. For years past the books in this library have been increasing at an unmanageable rate, while at

A munificent gift.

the same time the number of readers has also considerably grown. But the University in these days of agricultural depression has no superfluous funds to devote even to so necessary a cause as the one mentioned. It is only by such munificent donations as that given by the Drapers' Company that Secondary and Higher education can be efficiently maintained. Higher education is no more self-supporting in England than it is in India. But whereas in England nothing is more common than for a wealthy individual or a corporation to come forward and richly endow educational institutions, nothing is so uncommon in this country as the spontaneous and generous support of education by those who have the means at their disposal.

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The Rangoon Teachers' Association has a unique feature in the educational classes which it conducts in the interests of its members. There are classes for Teachers' Tests, Commercial Arithmetic, Book-keeping and Correspondence, Drawing, Short-hand and, lastly, Music. In connection with the latter a successful concert was given at Rangoon, under the patronage of the Lieutenant-Governor, to which the Director of Public Instruction contributed two songs. It is worth noting that a large percentage of the choir of Burmans hold the junior certificate of the Tonic-Sol-Fa Music College, London. The educational advantages offered by the Association must tend to serve as an additional bond of union between the teachers.

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It is interesting to note that the Maharani's The Maharani's Girls' School, Mysore, has opened a College department. The three Brahmin girls who passed

the recent Matriculation examination have been awarded Scholarships of Rs. 50 a month to enable them to attend a course for the F.A. examination at the same institution. We believe that, on passing this examination, they will be provided with appointments at a commencing salary of Rs. 150 a month.

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The B.A. examinations in the Calcutta University have been exceptionally difficult this year, judging from the small percentage, only twenty per cent., of those who have passed. There must be something radically wrong somewhere to admit of such a result. It cannot be that either the teaching or the quality of the candidates is entirely responsible, and if this is so, the result must be due either to an altogether unjustifiably high standard set up by the examiners, or to erratic conduct on the part of those gentlemen in valuing the answer books. The failure of eighty per cent. of the candidates involves a lamentable waste of time, energy, and money on the part of all concerned.

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We notice with pleasure that with a view to commemorate the completion of the sixtieth year of Her Majesty's reign, the Royal Asiatic Society has decided to found a gold medal for distinguished Oriental scholarship, to be awarded triennially for the best work on an Oriental subject, in the English language.

PROFESSORS AND STUDENTS.

It has been remarked that recent years have witnessed a growing alienation of sympathy between professors and students in our Colleges. The present generation of native youth in our Colleges hear with vain longing of the close intimacy to which their predecessors were admitted by Messrs. Porter and

Thomson, and of the genuine solicitude with which their whole lives were watched by their masters. With sighs they listen to stories of how the first teachers welcomed their boys at all times of the day, and forgot to appoint ugly butlers to snarl at visitors, how these lucky boys would be encouraged by them to open their hearts without reserve and without fear of offending some nice rule of propriety, how they would be listened to with unfeigned and lively interest while recounting their domestic difficulties or explaining national peculiarities, how they even used to rouse their masters from their beds on Deepavali morning with the noise of China crackers, and how occasionally they could venture to ask without fear of rebuff for a cup of milk and a few plantain fruits to eat. Indeed, if we are to believe all that we hear of that golden time, we should conceive a totally different type of professors from the one that we are now familiar with,—warm-hearted and hospitable, unmindful of their professorial dignity and unconstrained by conventionalities, eager to know thoroughly the young men whom they taught, and glad to admit them to easy and familiar intercourse. It is easy to understand the feelings of veneration and devotion with which their names are now remembered, and the extraordinary influence that they were able to exert upon the character and disposition of their pupils as well as upon their mind and worldly success. All is now changed. Except as teacher and taught, professor and scholar are perfect strangers. They have no knowledge of each other's lives. The professor does not appear to care what his pupil eats, what kind of home he lives in, what he thinks, or what he wants. To most English teachers the native quarters are an unexplored region. The student will

be regarded as a bold, obtrusive fellow, who, after four years' acquaintance with a professor, ventures to apply to him for a small loan, while it would be a rare mark of condescension and personal attachment if a professor inquired after the health of a student who had been absent for a fortnight. They are like people who have found themselves much against their desire thrown together for a certain definite business, and are resolved to observe indeed all formality and decorum while transacting that business, but to forget each other as soon as they can do so. The social gatherings recently introduced into college life, though intended to create a fresh occasion for contact between professor and pupil, serve only to show more vividly the difficulty of free intercourse between them. The programme is always gone through with business-like formality; little time is set apart for the all-important ceremony of introduction; no new acquaintances are formed, no old ones renewed; the European guests take care to sit apart; and the gathering breaks up, leaving the two sections as perfect strangers mutual as ever.

This growing estrangement between professors and scholars, although observable everywhere, cannot in truth be said to be observable everywhere to the same extent. Thanks to the noble example of Dr. Miller and missionary leaders in general, the European professors employed in Mission Colleges have always treated the young men that sit at their feet with a spirit of brotherly love and tender considerateness, as common in the ranks of the missionaries as it is rare among other bodies of the "lords of human kind." In these colleges professors do not stand so ceremoniously on their dignity, and may be seen conversing earnestly with their boys

upon all subjects of interest, and striving, in spite of the great delicacy and reserve of their nature, to acquaint themselves with the inner lives of their pupils. Ever ready in the true Christian spirit of humility and charity to seek opportunities of being useful, to give books and money to those that need them, to attend the sick beds of their pupils in their homes or in the hospital, and to exchange with them offices of friendly intercourse through life, they have won a place in the hearts of the Native community, and are regarded by them with a measure of love and devotion which other Englishmen despair of, but affect to despise. It is, however, generally believed that, even in the Madras Christian College, a tendency has arisen on the part of some members of the European staff to keep somewhat aloof from their pupils; though there is every reason to hope that the powerful influence of Dr. Miller's life and the noble example of a few members of the staff will counteract this tendency, and keep alive that element of personal love and attachment that, like a subtle thread of silk, binds teacher and taught together, making them feel that they are but parts of the same whole, impatient of the limitations of college life, and longing for a closer union than is possible in the lecture-room. What may be the causes of this increasing distance?

One cause usually given by professors is the great numbers of pupils now receiving instruction in college classes. They complain that it is impossible for them to know every one individually, and that a full curriculum and a barbarous system of dictating notes leave them no time to think of moral influence, easy conversation or free commerce. There is doubtless some truth in this, but only some truth. It cannot explain the whole of the

phenomenon we are considering. Do they admit as many as they can to terms of intimate association, and regret that they are prevented from knowing more? We see no such thing; on the contrary, less and less inclination is manifested by them to establish private and extra-collegiate relations of friendship with even a select few of their scholars.

Another cause occasionally mentioned is the spirit of irreverence and insubordination of the present-day student. This cry originated a few years ago in Bengal; it was taken up in Bombay when the undergraduates hissed the Vice-Chancellor at Convocation; and, although so far nothing has occurred in Madras to justify its being echoed here, there have not been wanting people to bring the charge again and again against our college population. Some are anxious to make out a case for greater severity of discipline; some desire to enforce the necessity of moral and religious instruction; and others, for reasons that may not bear scrutiny, feel very uncomfortable at the least appearance of freedom of criticism or independence of bearing. Barring these, the majority of European teachers seem to think that Hindu school-boys are in comparison with European school-boys perfect models of grateful appreciation and natural submissiveness. We have heard it said by those that ought to know that the power of management required in a master of even the largest class of native boys is very little indeed. And, if anything, there has only been an improvement in the manners and conduct of our students in recent years. It is well within our own recollection how ten years ago teachers that exercised discipline somewhat harshly in the school-room ran the risk of experiencing out of school a shower of brickbats or a drench in cowdung. We still

remember with a shudder the savage flogging that could alone keep in check the old spirit of turbulence and coarse rowdiness. Now, however, even in the most rural parts of the Presidency, scholars of all grades show a refinement of manners and amenability to discipline which are truly remarkable. In college classes, the power of combination and the spirit of assertion developed by the constant activity of societies and associations of various kinds have given the students the means of temporarily thwarting discipline and creating a commotion. But nothing is better known to them than the fact that this kind of organised rebellion will not 'pay' in the end; and in the one or two cases of recent insubordination of this kind that have attracted public attention, it is quite certain that it was extremely easy for the authorities to have averted any serious breach of discipline by early abandonment of their fatuous policy. On the whole we have no hesitation in saying that the charge of irreverence and insubordination brought against our youth at college is utterly without justification in fact.

The real causes of this growing estrangement must be sought elsewhere. This estrangement is but a part of the wider estrangement between the European and the Native communities in general. And the causes of the one are likewise the causes of the other. It is not proper to discuss these causes in a journal devoted to education. But there is one cause of more consequence than the rest which ought not to be allowed to affect the relations of professors to students, but which, we have reason to fear, is allowed to do so. This is the feeling of political jealousy between the two races. There can be no doubt that the Anglo-Indian in general is apt to look with suspicion, jealousy, and apprehension

upon the struggle for political emancipation going on in India and finding its chief expression in the National Congress. And the press, Anglo-Indian and Native alike, ever on the watch for sensational topics, is only too likely to seize upon all occasions,—contests for appointments, struggles for honours, and judicial proceedings,—to embitter the feelings of the communities by discussing everything from a purely racial standpoint. Twenty-five years ago the state of things was totally different in the political world. There was little talk of birthrights and privileges. Local self-government was unknown. The National Congress was undreamt of. The number of people of the land that knew about Her Majesty's Proclamation of 1858 was very small; and of this small number there were probably very few that dared to construe its noble language in the large and liberal spirit in which Congress orators are now accustomed to interpret it to eager thousands amidst thundering applause. The English Sahib was still looked up to with something of the primitive awe with which the West Indian savages regarded the followers of Columbus. And these mighty foreigners pitied the helpless and ignorant peoples among whom they had come to work, took numbers of them under their special care and throwing off their natural pride, resolved to study the natives at first hand and mixed freely with them. Peace and order, justice and education, roads and hospitals, freedom of speech and freedom of writing, public privileges and individual honours,—all were at first the free and voluntary gift of a race of Englishmen who deemed it their peculiar good fortune to begin that work of uplifting the long down-trodden peoples of this land, which, despite certain grave defects, is the wonder of the

world and the unique glory of the English nation. Naturally they were regarded in their days as great national benefactors, and are remembered now with feelings akin to adoration. The typical Anglo-Indian, on the other hand, of the present day, thinks that we have more education and more self-government than we ever had before or than is good for us to have. He accuses us of ingratitude and even of sedition. He occasionally calls us a nation of liars and intriguers. He considers Rs. 50 a month a sufficient salary for a respectable native with a large family of dependents to support, while Rs. 350 will scarcely enable an English bachelor to live in comfort in this wretched country. He finds it hard to forget that he is the conqueror of the land, and cannot bear to hear of political equality. He has a poor opinion of native opinion and seldom reads a native paper unless his attention is drawn thereto by the Anglo-Indian Press. In short, with a few honourable exceptions, Anglo-Indians regard us as political adversaries, and are regarded by us in nearly the same light. That this state of strained feeling is highly unfavourable to the peaceful progress of the country is already felt by all parties. That Englishmen themselves feel the necessity for a better understanding between them and the natives is amply evidenced by the efforts that they are now and then making to see that at least the rising generation is brought up with ideas and aspirations more favourable to their interest. Some time ago we had a civilian drawing an interesting historical parallel with the obvious object of proving to the young men who heard him the danger to the Indian Empire of Simultaneous Examinations in England and India for the Civil Service. More recently a Principal of a first-grade college

advised our youths to make a careful study of Indian History that they might be convinced how enormously cheaper, less oppressive, and more beneficial English administration is than any previous administration that the country has had. "Students and Politics" was the subject of a recent controversy in which some Englishmen of mark took part. Madras undergraduates are likewise told from time to time how the English nation underwent untold sufferings and struggles before it became fitted for representative institutions, how constitutional liberty is in the history of the world a slow growth and requires a preparation extending over several centuries, how national characteristics differ so much that what is good for one people may prove ruinous to another, and so on and so on. In this anxiety of Englishmen that young Indians should grow up with right notions of the politics of the land so that they may in their time take sides wisely, we see the promise of a better state of things. It would be the very foppery of discipline, in a college where every scholar either is a man or will soon be one, to ignore the thousand and one social and political questions that are agitating the intelligent portion of a community. There is no harm, there may be much good, in professors and scholars exchanging thoughts more freely and more frequently than at present on such questions. Education, indeed, without such influence on the whole and on every part of a man's nature is but a poor preparation for the work of life. We do not suggest that every Englishman and every Hindu who meet each other should at once enter upon a controversy upon political topics. It will be foolish to expect calm and unbiassed discussion from people engaged directly or indirectly in the actual stress of life. Within

the precincts of a college, however, in which the pursuit of knowledge stifles all display of violent feeling, professors and scholars, accustomed to the examination of questions from all points of view in the unprejudiced search after truth, ought to be able to make their discussions of real educative value. Of course there is very little scope for such exchange of opinion ordinarily in the lecture-room. We only suggest that whenever such topics arise naturally, and on the numerous occasions when professors and pupils meet for less formal business, they should not allow free conversation to be constrained by the thought that politics, social reform and religion are forbidden subjects. In this matter as in others we have the fullest confidence in the power and tact of the missionary. He has already done untold good to India. He started the Press. He lighted the torch of education in India. He brought the blessing of the light to many that had groped blindly in the dark. He was the first to raise his voice for the enlightenment of the females of the land. He began the work of Pariah amelioration. It was a bishop who spoke the first words of peace, charity, and mercy when the atrocious tragedy at Poona on the Jubilee night had unhinged the public mind. It is the missionary professor that must restore confidence between teacher and taught, and pave the way for that free intercourse between them without which college life is but killing time, and liberal education a mockery.

KOPI.

THE INTERNATIONAL CONGRESS ON TECHNICAL EDUCATION.

The Fourth Session of the Congrès International de l'Enseignement Technique was held in London from the 15th to the 18th

June in the rooms of the Society of Arts, John's Street, Adelphi. Previous meetings have been held in France, in 1886 at Bordeaux, in 1889 at Paris, and in 1895 at Bordeaux, and when it was suggested that the next meeting should be held in England the Government regretted their inability to move in the matter, and it was left to the Society of Arts, assisted by certain of the livery companies of the city of London, to do what they could. I am unfortunately ignorant of the results achieved by the previous sessions of the Congress, but this I can say, from personal knowledge and experience of the present session, that it has been a brilliant success. To any one who like myself is interested in technical education, but who is naturally unable to follow very closely the course of events in England whilst living in India, the Congress afforded an admirable opportunity to ascertain what progress had been made in the last ten years and what was the practical result of the labours and experiments of that period. In all fifty-seven papers were laid before the Congress, and to get through them in a reasonable time, the meetings were held in two sections, and, as a rule, the papers were read and discussed several at a time—the kindred nature of the subjects in many cases rendering this both natural and convenient. Without giving a detailed account of the proceedings of this Congress, I propose, in the following paper, to record a few notes on such matters as came within the range of my observations which are likely to be of interest in India. The fifty-seven papers mentioned above were divided into seven groups and the reading and discussion of the papers in each group formed a day's work for a section of the Congress. The miscellaneous character of the subjects dealt with in the papers does

not render it feasible to present any very exact classification, but the following statement will give some idea of the principal topics that were discussed:—

Group.

1. The teaching of chemistry as a branch of science and with a view to its subsequent application to various industries.
2. Technical education applied to certain specified arts and industries.
3. Commercial education.
4. Technical education of women.
5. Technical education in London by the Polytechnics, and in England generally under the provisions of the Technical Instruction Acts and the Local Taxation Act of 1890.
6. Technical education in India and the Colonies.
7. Miscellaneous matters not included in any of the other groups.

Of the papers in Group 1, the most important in many ways was that by Dr. Armstrong, the Professor of Chemistry at the Central Technical College, South Kensington, entitled "Heuristic education in its bearing upon Practical Industries." Briefly, the paper recounts the progress in the adoption of the author's ideas on science-teaching and points out the difficulties which prevent the full realization of the advantages which attend the practice of them. "Heuristic" is a newly-coined word (Gr. *eurisko*, to find out) which not inaptly describes the methods advocated, which are, in the words of one of the recommendations of the British Association Committee, that "the learners should be put in the attitude of discoverers, and should themselves be made to perform all the experiments." Very generally it is com-

ing to be recognised that there is a vast difference between the education of the brain and the stuffing it with knowledge, and the system of teaching science which Dr. Armstrong has advocated and practised in his own laboratories during the last fifteen years is worked out with the view of putting the student to acquire his facts and knowledge from nature. He is trained to think and to observe, and to get information he is taught first to ask a question and then to devise the means whereby an answer may be obtained. Instead of producing an abnormal development of the receptive faculties alone, the "Heuristic" methods, by providing work for all the intellectual centres, cause the mental powers to be fully exercised in all directions, and by training them to operate in perfect co-ordination with each other, render them capable of being used with the utmost possible effect. *Experientia docet* is a truism in the world of action, and it is now regarded as an important factor in the processes of education, by the more advanced thinkers and teachers of the present day. It is difficult to say to whom the honour of making this discovery, for such it may well be regarded, is due, but there is scarcely any doubt that it owes the very general recognition which has of late been accorded to it to the experience of its practical adoption in the German laboratories and the manual training schools of the continent. There are no doubt grave difficulties to be overcome before the educational systems of countries like England and India could be modified to suit the requirements, of these new methods, more especially as it is almost impossible to devise any examination system which can satisfactorily test the progress of those under instruction. Inspectors must to a large extent supplant examiners, and apart from the fact

that a supply of competent inspectors is not available, it must be remembered that the work which an inspector can get through, if he efficiently performs his duties, is small compared with that which an examiner can accomplish. The new methods require teachers who have themselves been specially trained, and such men and women, because of their superior intellectual capacity, find that their services are of a high market value, so that, in addition to the extra expense for suitable buildings and their equipment, further outlay is necessary to provide salaries sufficient to attract the right class of teachers. In fact, the "Heuristic" methods of education are enormously more efficient and considerably more expensive than those at present in vogue, and the countries that adopt them must be prepared for a greatly increased expenditure on education and to look for a return from the vast increase in intelligence and skill of their people which will ensue. In these matters the Germans are undoubtedly far ahead of the English, but the latter have at last perceived the error of their way and with characteristic insular pride are casting about for a mode of procedure adapted to their racial idiosyncrasies, and though at present there is much blundering in the dark, much extravagance and waste of public money, yet experience is gradually accumulating and a new educational system is being evolved which, it is hoped, will be as well adapted to its environment as was the old system to the circumstances of the earlier decades of this century.

In the reports of the various commissions, Royal and otherwise, on technical education, very detailed accounts are to be found of the progress that has been made on the continent, and it was perhaps only natural that at a Congress held in London, the majority of the

papers should be contributed by Englishmen, and that the few papers by the foreign delegates should mainly deal with subjects likely to interest an English audience. Of the three German papers, two were on the teaching of chemistry by the eminent experts in charge of the laboratories at Berlin and Zurich, and the third a valuable account of the state of technical education in the kingdom of Wurtemberg and of the results which have been achieved. The two French papers both dealt with commercial education, and the remaining foreign papers were from Belgium and were descriptive accounts of the efforts which are there being made to encourage and develop technical and commercial education. From the English papers and the discussions thereon, it is evident that as regards the higher branches of technical education, fairly ample provision has been made, and a more or less definite system evolved, and that for the present at any rate criticism is suspended and the authorities are content to wait till sufficient data have been accumulated to fairly judge the results of what has been done. Trade teaching and the technical education of the working classes is still in its infancy, and the deliberations of the Congress were almost entirely confined to the many problems and difficulties which have arisen and the means which should be taken to solve them. Beyond the classes held in connection with the Science and Art Department and the City Guilds of London Technical Institute very little was done for the education of the artizan classes till the passing of the Technical Instruction Act of 1889, which enables the local authorities to levy a rate not exceeding 1d. in the £ to build and maintain technical schools, and subsequently in 1890 of the Local Taxation Act which handed over to the county councils and county boroughs a

sum of about £750,000 a year arising from certain profits of the excise, which money they were empowered, if they chose, to entirely devote to the promotion of technical education. Nearly contemporaneously an enquiry into the administration of the city of London parochial charities led to drastic reforms and the institution of the central governing body of the city parochial foundations to whom was committed the charge of distributing the funds in accordance with existing order of things. The need for popular technical instruction in London being strongly felt, the central governing body have liberally contributed to the building funds of the numerous polytechnics which have started and support them by grants of more than £30,000 a year. Without going into detailed statistics it may be stated that the effect of the above mentioned legislation has been to supply a powerful impulse to the development of technical education resulting in a capital expenditure on buildings and equipment of over £2,000,000 and an annual expenditure of at least £800,000. In the words of Mr. Swire Smith—"The county councils of the agricultural as well as the manufacturing districts, where, in many instances, not the slightest interest had been taken in technical instruction, are devoting themselves to their new duties with conspicuous energy, and although, as was inevitable, some mistakes have been made, there are many instances of most gratifying success. The public authorities who are entering upon this business are "learning by doing" and among them there is an encouraging spirit of co-operation and of friendly rivalry. A vast amount of work has been done, much undoubtedly of an experimental nature, and the meeting of the Congress in London this year afforded an excellent opportunity, which was fully availed of, to

elicit an expression of opinion on many debatable points, which will enable the public authorities to revise their programmes and readjust the lines upon which they are working. Probably the most important point which came out in the discussions was the lamentable fact that the existing provision for technical instruction, imperfect as it is, was rendered inefficient and to a large extent of no great use by reason of the defective general education of the majority of the students. It is found that two-thirds of the children in primary schools leave at the age of eleven, and that less than one-sixth of the children, including all the half-timers, remain after twelve. The result is that some years later all that has been learned in the primary schools is forgotten, and when the necessity of going through a course of technical instruction becomes apparent, the majority of the artizan classes are unable to avail themselves of the existing facilities, and the time that ought to be spent in the acquirement of technical knowledge has to be largely devoted to preparatory work of a general character. It seems to be extremely doubtful if any remedial legislation could be obtained, and though the majority of the members of the Congress would probably have gladly welcomed some approach to the German system of elementary education, it was generally recognized that the encouragement of evening continuation schools was the most practical measure that could be adopted. In England working men enjoy a much greater amount of leisure than in any continental countries, and to maintain the superior efficiency of their labour it behoves them in the long run not to fall behind their foreign rivals in either skill or intelligence. Once they can be brought to understand the necessity of keeping their children longer at school and of using their

parental authority to enforce their attendance at evening classes, it will not be difficult to get Parliament to move in the matter; but at present progress in this direction is slow, and it is to be feared that parliamentary candidates, pledged to support measures for the compulsory prolongation of the school-going period, would in very many constituencies stand very little chance of getting elected. In Wurtemberg according to Herr von Diefenbach, the age-limit is fourteen and attendance at continuation schools for a further period is compulsory. This, he says, calls for considerable sacrifices on the part of parents, but the people make them cheerfully, being fully convinced that the well-being of a nation, and therefore of the individual families in it, depends upon the younger generations being properly prepared for their future occupations and duties.

The dislike or indifference with which technical schools are still regarded by the majority of the working classes is due partly to fear that trades will become overstocked with trained craftsmen, and that in consequence wages will fall, and partly to a want of confidence in the efficiency of the teachers and an idea that the instruction is of too theoretical a character, and is therefore of but little use to practical men. To a certain extent these views are contradictory, but they are held by a large number of people and seriously hamper the efforts that are being made to bring the country once more into line with continental nations in the matter of technical education. The power of the trades unions is immense and co-operation with the executive councils of these bodies has in some instances proved of not a little advantage; but on the other hand the action of the trades unions has in many cases

caused serious difficulties as they have frequently endeavoured to restrict the attendance of students in trade classes to the apprentices and journeymen actually working in the trade. In theory the managers of technical institutes disclaim the right of these trades unions to interfere in the least degree with their work, but in practice they find it convenient to confine the trade classes to the people actually engaged in the trades. The most extreme case I have heard of was that of a particular trade organization which endeavoured to draw a distinction between the labourers working at the trade and the journeymen and apprentices. The latter were allowed to attend the trade classes held in a certain school, but an unsuccessful attempt was made to exclude the labourers.

The allegations regarding the unsuitability of the teaching in many trade classes are not without foundation, and in a paper on "The Training of Technical Teachers," by Mr. S. H. Wells, the Principal of the Battersea Polytechnic, the matter was clearly and ably discussed. The same difficulties are experienced in a far higher degree in India, and it will be interesting to watch the results of the experiments which are now being carried on in London with a view to provide a supply of properly-trained artizan instructors. Much as may be learnt from Germany as to what should be done, there is not a little in which she presents an example of what ought to be avoided, and competent critics are fairly agreed that in her higher technical institutes the courses of instruction are of too academic a nature, and that too little attention is paid to practical matters. The professors, notwithstanding their scientific ability, often amounting to genius, after a few years' work as teachers are seldom in touch with the current

practice of their professions, and as a natural result their teaching gradually becomes mechanical and devoid of vitality. The only exception seems to be chemistry in which the best practical results have been achieved by men with the highest scientific attainments and the laboratory whether it be attached to a College of University rank or be an adjunct to a manufacturing establishment, in their hands remains the only place where the industrial applications of chemical science can be worked out. The remarkable success of the German chemical trades is undoubtedly due to this fact. In England both the pioneers of technical instruction and the uneducated working classes instinctively recognize the necessity of always keeping in mind the practical conditions under which every trade is being carried on, and those institutions are most successful and attract the largest number of students in which the teaching staff is most intimately associated with the commercial undertakings of the day. In this connection there is growing a decided feeling in favour of the establishment of non-technical institutes like the tanning and leather-dyeing school in Bermondsey and the leather trades schools in Bethnal Green in preference to the polytechnic schools where attempts are made to cater for the educational requirements of a great variety of trades having little in common with one another. The great polytechnics of London also, although possessing many features in common, especially on the social side, are gradually becoming more and more differentiated as each comes more intimately into touch with the wants of the locality in which it is situated.

Several papers were presented to the Congress dealing with the various systems of examina-

tions which greatly influence, if not absolutely control, the courses of instruction in the technical schools; and incidentally the examination question was alluded to in a number of others and generally in terms which suggest the need for stringent measures of reform. It is contended that examinations, instead of serving as a means of testing the efficiency of an educational system, have been elevated into undue prominence and have in fact become the end and object of the instruction given in most institutions. The examination system has necessitated the publication of elaborate syllabuses and these have given rise to a brood of text-books, and the two combined have relieved the teacher of all responsibility and degraded him into a machine for cramming students with the maximum amount of knowledge in the minimum space of time. The true end of all education is entirely lost sight of and certificate-winning and prize-taking have become the sole measures of success. The passing of examinations has been exalted into an art, and possibly only those who have been initiated into the mysteries thereof can fully realize how much it is cultivated at the present time and how much it tends to produce a class of superficial, careless students, whose amazing stores of undigested information soon fade from their memories, and who are left at the end of their educational careers the possessors of many academic distinctions, but with a mental training which will prove of little value when it is brought to bear upon the practical business of everyday life. The evil is a serious one, but it is to a large extent the outcome of a period of transition in educational methods, and the remedy will probably be found, not simply in a reform of the examinations themselves, but also in the gradual growth of a better system

of education—one in which the influence of the teachers will again become paramount and examinations be relegated to their proper function as instruments to stimulate and test the progress of students. Paradoxical as it may possibly seem to many, it would nevertheless be no very difficult matter to demonstrate that the more perfect the system of education the less the necessity for and use of examinations, and conversely that the degree of importance in which examinations are held in any country is a fairly accurate measure of the inefficiency and weakness of its system of education. The growth in popularity of such examinations as those of the Science and Art Department and of the City and Guilds of London Institute is therefore a subject for congratulation in so far as it indicates the existence of a widespread desire for technical instruction and of a corresponding attempt to satisfy the demand, but it also furnishes equally powerful evidence of a want of appreciation of the true aims of education and of the weakness and incapacity of the teaching staff throughout the country. In the early stages of the movement in favour of technical education there is no doubt that the establishment of these and similar examinations and the payment of result grants did much to effect the end in view, but it is contended now, and apparently on good grounds, that these were merely temporary expedients which, having served their purpose, may now be cast aside or at least modified to suit the changed conditions. Within the limits of these notes it is impossible to do justice to this important educational problem, and I must content myself with this bald statement of the ideas prevalent among the more advanced members of the Congress.

The papers on Commercial Education were

numerous and included, as has already been mentioned, several foreign contributions which brought into prominent notice the fact that both on the Continent and in America great importance is attached to the necessity for the special training of those who are destined to carry on the commercial enterprise and business relations of a country with the rest of the world, and a large number of institutions have been specially founded in which instruction is given in languages and those branches of knowledge which have a direct bearing on commerce. In England, on the other hand, little or nothing has been done and the general consensus of opinion at the Congress seemed to be that if we are losing ground in the open markets of the world it is due to a large extent to the neglect to take measures to put our agents on an equality with their foreign rivals in knowledge of the resources and requirements of the countries they are sent to exploit. As the outcome of the various discussions during the past few years, the London School of Economics and Political Science was founded nearly two years ago and seems to be meeting with marked success, and a certain amount of provision for commercial subjects has been made in the London Polytechnics and other similar institutions in the great provincial towns. This is all that has been done, and though it may seem inadequate, there does not appear to be any marked demand from business men for better trained clerks and assistants, and it is practically certain that for the present at any rate nothing but failure would attend any attempts to start schools of commerce such as are flourishing in Antwerp, Paris, Leipsic, and Moscow. There seems to be pretty clear evidence that English manufacturers do not sufficiently study the local

requirements of their customers abroad, whilst the Germans and Americans do, and to this cause the loss of a certain amount of probably not very profitable business may be attributed, but there is no reliable evidence as yet brought forward to show that we are not maintaining our commercial supremacy. Never before in the history of the world has wealth been accumulating so rapidly, and never before was there such a widely extended diffusion all over the world of the natural products and manufactures of every country. Commerce has progressed with great rapidity, and because other nations have made great strides, it is not evidence that England has not done so likewise, or that she has done so in a less degree. As French is the language of diplomacy, so English is the language of commerce, and it is far more important for a German to learn English than it is for an Englishman to learn German, if he wants to conduct an extensive business correspondence. Foreign languages are consequently neglected in England, but it is not proved that this is any serious detriment to the commercial interests of the country. It undoubtedly enables a large number of foreign clerks to find employment in English firms who would probably not be required if the linguistic attainments of Englishmen were greater, but this is also partly because clerical work is looked upon with less favour in England than on the continent owing to the enormously greater number of openings there are for intelligent men in the greater and more widely extended interests which England controls. The superiority of the foreign commercial clerks, if it be admitted to exist, may be in the main attributed to the fact that they are drawn from a class of men that in England are able to do better for them-

selves at more congenial work and not so much to the backward state of commercial education in the country. So far as can be judged there is no deficiency in the provision for the subordinate kinds of commercial instruction, in such subjects as shorthand, typewriting and book-keeping, and the wants of those destined to be leaders in commercial affairs can best be met by the establishment of institutions like the London School of Economics and Political Science. It does not follow that because the workshop and the manufactory have ceased to be the best places in which a trade can be learned that the counting-house and office have similarly ceased to be suitable for the training of commercial men. The conditions under which production takes place have radically changed, whilst those under which distribution is effected have developed along old lines, and it is therefore by no means certain that commercial training is in England so defective as would appear from the lack of institutions specially devoted to it.

In concluding these notes, I cannot help drawing attention to the remarkable change that has been effected during the last ten years in England in the social status and position of the great majority of teachers. Small private schools have almost disappeared and in their place have risen well-equipped public or semi-public institutions supported mainly or entirely by endowments or by grants from public moneys. During this time no small percentage of the most successful students in the technical colleges of University rank have been attracted into the teaching profession by the offer of pay and prospects equal to those of other professions. It has been discovered that good specialist teachers are scarce, that they are necessary, and that the right kind of men can only be obtained by competing for

them in the open market and offering sufficient inducements to counterbalance the many disadvantages under which the teaching profession labours. The result is eminently satisfactory and augurs well for the success of the educational reformation which is in progress throughout the country.

* ALFRED CHATTERTON.

INDIAN UNIVERSITIES—ACTUAL AND IDEAL.*

A second article under this heading in the *Calcutta Review* for October of last year dealt only with the more technical aspects of the practical problem of University education. It canvassed the main features of the academic machinery of the Calcutta University, and hazarded certain suggestions, which, it was hoped, might tend to make the knowledge acquired more real and thorough. If we could secure that our intellectual product should be thoroughly sound, we should have done much. There are some, however, who think that more than this may be expected from our Indian colleges. There is a growing demand that more direct effort should be made to influence character in a deep and permanent way. It is not enough to make knowledge accessible and to test the knowledge acquired in definite courses of study; we must endeavour to train the character also, and take care that moral aspiration, as well as sound learning, is included in our working ideal. It may even be doubted whether the best intellectual results are possible apart from a certain ethical tone, which it must be our business to impart. These views certainly claim serious consideration in proportion as education is a power; and, without the direction of right principles, that power may turn to evil instead of good.

The problem of education in this broader sense is one the importance of which it is impossible to exaggerate; it is also, and partly for that very reason, one very difficult to treat. It is easier to point to existing deficiencies than to suggest remedies, and it is easier to suggest remedies than to make them effective in practice. It is also a matter which has engaged the attention of experts, and which, in some one of its many aspects, is continually being brought into public notice. So much has been written on the subject that to go over the ground again may well seem a superfluous undertaking. To those who take any interest in these things the topics are sufficiently familiar. They include such well-worn themes as physical education, hostels, a tutorial system, direct moral instruction, addresses on 'the duties of a man and a citizen,' and that strange portent, the 'moral textbook,' written departmentally to order. Abundant

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discussion of these and kindred matters will be found in the Report of the Education Commission of 1882, in the memoranda of experts, in Government Resolutions, in the Reports on Education, Annual and Quinquennial, in histories of the educational movement, like those of Mr. Sathianadhan (*History of Education in the Madras Presidency*), or Mr. Syed Mahmood (*History of English Education in India, 1784-1893*), or in Mr. Thomas's *Le Bas Prize Essay for 1890* (Cambridge, 1891). And, seeing that things remain very much as they were, despite discussions, memoranda and reports—more accurately, seeing that progress is, and must necessarily be, very slow, is it not a little futile to undertake the dull enterprise of traversing the same weary round again? Is it not more seemly, as well as more modest, to hold one's peace, and leave the issues to the slow working of time and patience?

I am not, however, so hardy as to propose to handle these intricate and delicate subjects either exhaustively or authoritatively; my purpose is merely to glance over a wide field, and make a suggestion here and there which may be found not unworthy of consideration in connection with end which all must agree to be of the first importance. There is this justification, I think. The whole future of higher education in India turns upon the solution of the deeper problems that still press upon us as much as ever. It is of the utmost consequence to find the right solution. Every effort must be strained on the task of widening and deepening the educational influences at work, and in the field of practice no means must be left untried which have even a show of possible efficacy. The lifting of the whole aim of University education in India is a matter so important that a certain amount of tedious iteration is pardonable, or even called for. It is only by pointing again and again to existing blemishes that a continuous effort can be made to remove them. We shall not, of course, attain the desired end all at once; progress from year to year, or from decade to decade, may be so small as to be almost imperceptible; but it is only by 'hammering away' that the nail will be driven a little further in; it is only by returning again and again to the charge that we shall advance at all. If the great ethical impetus which really lies behind the whole educational movement in India is suffered to die away; if we indulge in complacency over the steadily rising figures in statistical tables of educational progress; if we grow content to jog along easily at the level attained in the grooves hewn out by the labours of those who have gone before us; if we allow the endeavour after a deeper and more vital improvement to be slackened; an insidious deterioration is likely enough to follow, and ugly results, the very reverse of those intended, may be expected to show themselves more and more unmistakably.

We want from all sides a more lively interest in the true ends of liberal education, and in the proper quarters a more earnest zeal in bringing these ends nearer to practical realization. This zeal and in-

terest cannot well be kept alive without some discussion of, or, at all events, reflection on, the ends to be aimed at and the means by which they may be reached. With each recapitulation of the issues involved, some new, and, perhaps, more hopeful, aspect of the matter may come into prominence; some fresh interest may be aroused; some latent sympathy drawn out, and here and there, it may be, some partisan gained for the cause. The cause needs helpers. These considerations justify, I am fain to believe, any and every attempt to keep these educational problems vividly before the minds of educated men. Such, at all events, is my excuse. At least I make my small contribution to a large question with a deep consciousness of the momentous nature of the task that is laid upon educationists in India, and the insignificance of any individual attempt to cope with it.

Put most briefly, what we have not got and what we want is a healthy University life. This is plainly something very much more than courses of study, lectures, examinations and degrees. It is a life shared in common by fellow-students and teachers, involving common sympathies and aims, a consciousness of the corporate unity of the body of which all are members, and disinterested loyalty to the idea of this unity embodied in the institution to which all belong. It is a life that influences character through the immediate presentment of something noble and venerable; through the emotions of vivid experiences shared with others; most of all, through the subtle working of personal sympathy in the common life and its varied interests. "In no element are Indian colleges so deficient," wrote Mr. Tawney in the *Calcutta Review* some five-and-twenty years ago, "as in that which is the most important one in all their prototypes in England, the education which the students derive, not from their teachers, but from one another." This is the gist of the matter, and what Mr. Tawney remarked then, remains substantially true to-day. The very formidable nature of the task of creating such a life in Indian colleges, where the most essential elements are wanting, is at once apparent.

An Englishman coming to the work of an Indian College, after an experience of life at English public schools and Universities, is likely to be impressed with the almost entire absence of disinterested loyalty to the college as an institution. The Indian student has little sense of the college as a whole of which all are members, or of community of interest with his fellow-students. He attends so many lectures and goes his way. He has a laudable desire to get as much as he can out of his instructors, and a bland habit of proposing an indefinite scheme of extra lectures to suit his private convenience; but the motive of working to do credit to his college or please his teacher counts for very little. His first object is to 'pass'; and, so long as that great end can be compassed, he is not too particular as to the means. If he aims at distinction it is for himself: in a number of little ways he indicates how entirely he regards his life as a student from a

narrowly selfish point of view, and how little broader considerations weigh with him. The personal motive, of course, is perfectly proper in its place; but it sways the average Indian student with a simplicity which is far from engaging. If, further, our student belongs to the minority who interest themselves in games, his standpoint is, again, too exclusively personal. His idea of an athletic club is an organisation for the amusement and benefit of himself and a select circle of friends, and he is not pedantically strict as to whether these friends belong to his college or no. He realises with difficulty the idea of a representative college team: to select one solely on the principle of choosing the best men is to him a trying ordeal. Again, in his dealings with his fellows, the Indian student lacks the frank spirit of comradeship which is the rule at English colleges and public schools. He has none of that wholesome boyishness which make the intercourse of English undergraduates unconstrained and cheerful. He has an indifferent comprehension of chaff: the spirit of generous 'give-and-take' is a thing he does not understand. He takes himself seriously to an uncomfortable extent; is embarrassed with a petty sensitiveness and a childish sense of personal dignity. As a club official, he is ready to resign at the first breath of criticism; the light word is construed with deadly literalness; the molehill swells to mountainous proportions. In his Debating Society for which he has a marked partiality, he is wanting in an adequate sense of the amenities of debate; he does not easily distinguish between opposition in argument and personal hostility, and is apt to treat lively banter as mortal insult. All these little characteristics necessarily hinder the promotion of a healthy social life among students, and may serve to indicate how elementary our education in these matters has to be.

The great need of 'education' in our colleges has now been baldly indicated. It is to stimulate and foster, in all ways possible, the growth of a real University life, which may develop in those who share it loyally, disinterestedness and public spirit, together with what, in default of a recognized name, we might, perhaps, call 'civility.' By this I mean the capacity to live in the mimic commonwealth of the college on easy terms with all its members, free from petty jealousies or narrow exclusiveness. This is not, however, quite all that is wanted, though it is the principal thing, and comprehends a great deal. What else is called for will appear from a consideration of the chief grounds of the dissatisfaction with the practical outcome of University education which meets us on all sides. This dissatisfaction is expressed, not by Englishmen only, but also by natives of this country, and is even found among college students. Nor is the educator himself, as a rule, soothed with self-gratulation at the work of his hands. Being often acutely conscious of a certain sickness of heart, he cannot but acknowledge that there is ground for the chorus of disapproval that arises from without.

What there is of justice in the Anglo-Indian view

of the matter—I put aside, as too fundamental, that which dismisses 'English education' as an unmitigated nuisance—was aptly expressed in a Minute of the Lieutenant-Governor of the Punjab on the Report of Public Instruction for that province a few years back. "Indian students in too many instances fail to acquire either the highly-polished manners of their fathers, or the quiet, self-contained and modest demeanour which commonly characterises the young Englishman, at least when in the presence of his elders. An Indian youth, when he has acquired the small amount of education involved in getting through one or two University examinations, is too often apt to adopt a self-asserting, aggressive and bumptious manner, which is inconsistent either with Native or English ideas of what a gentleman ought to be" (Report on Public Instruction in the Punjab for 1891-92, p. 3, para. 10). Native dissatisfaction takes various forms: in the main it comes to the complaint at the absence of moral and religious instruction and of higher influences on character generally. The student complains of the system, as cold, harsh, and unsympathetic, failing to stir the kindlier emotions, or touch the springs of character. He even describes himself as languishing under a grinding tyranny of text-books and courses, which crushes the free spirit and leaves no leisure for moral or intellectual aspiration. As for the educator—his thoughts are too deep for utterance. 'The heart knoweth its own bitterness.'

Combining these various points of view, we may summarise the complaints urged against the education which our colleges are giving, as concerned with (1) good manners; (2) more effective moral guidance; (3) loyalty and public spirit. These are the objections we find actually formulated from various quarters as a judgment on actual results. They also indicate just the deficiencies we should expect to find *a priori*. They spring, indeed, from the nature of the case, and the peculiar conditions under which English Universities have been planted on Indian soil. But not the less for this, but rather all the more, must we set ourselves to face difficulties resolutely, and try and remove these blemishes and defects to the utmost of what is practical.

The point of 'good manners' is, perhaps, the slightest of the three: it is also the easiest to deal with. Yet, if our colleges could really be made a school of good manners, a good deal would have been effected towards the attainment of more important ends. In fact, the three points just distinguished are very closely related, and it will not be possible to keep them entirely separate.

Now as to good manners, I think a great deal might be done forthwith in this direction, merely by a judicious tightening of the reins of the ordinary college discipline. We have, in the respect which a student owes to his teachers and his college, an instrument ready to our hands, and asking to be used more effectively. I do not mean that there is any serious want of discipline in Government or other colleges: as a rule, things work smoothly enough. I am thinking only of minor points; of

what comes more properly under good manners than under discipline; and here, I think, we may find considerable room for improvement. For instance, the student is apt to lounge about; to loiter in corridors and passages; to raise his voice with unnecessary stridency; to stare impudently; to intrude upon what does not concern him. Let the student, so long as he is within the college building, be required to maintain a consistently respectful attitude. Let him, in all the small particularities of behaviour, show respect to the place and to his teachers. He should, for instance, be definitely required to show the customary marks of courtesy whenever he passes a lecturer or teacher within the college precincts. He is a little apt at present to give or withhold such respectful recognition as he pleases. As a rule, no doubt, it is not good to attach importance to trifles; and it is certainly better when these minor moralities can be left to good-feeling. But in this case there is an unlovely tendency to be combated and a real end to be secured. A little punctiliousness will be justified. Our manners have been called in question; in the interest of all concerned, let us deliberately set ourselves to mend them. Albeit I am not aware that the traditional two-pence has been taken into account in fixing the stipends of educational officers under the new scheme, let us undertake with due seriousness the teaching of 'manners.' I should like to see a definite code of rules prescribing the behaviour expected of students posted up in every college, and enforced by pains and penalties of a mild kind. If a certain amount of discontent were at first excited, it would not at this date matter much. When English education began, it was, perhaps, inevitable that the Indian student should be somewhat tenderly handled. His little idiosyncracies had to be studied, and a certain laxity of system to be admitted. Conditions have since greatly altered. The colleges began in a weak position. Their position is now very strong, and we may use this stronger position to take up a firmer attitude. We must begin to treat students, not as weaker mortals for whose peculiarities allowance must be made, but as we should treat English students. They ought to have the wit to take this as the greater compliment. Moreover in India there is a tradition of the sacred character of the teacher. We ought to take advantage of this national instinct and claim its benefits. It is strange if in thus inculcating a deeper respect for the teacher and for all connected with learning, we shall not have the support of Indian public opinion.

There are some features of our college system, as prevailing, at all events, in Bengal, which, if not absolutely irreconcilable with good order, are certainly stumbling-blocks in the way of the temper and habit of perfect discipline. Of one of these I have already spoken—the low percentage of daily attendance required by the University regulations. A rule requiring a stricter attendance would, I think, tend to foster the spirit of discipline. Another and more vital matter is the inordinate length of time a student is kept at lectures without any adequate break. The Indian undergraduate sits almost

continuously through four successive lectures, each of an hour's duration. Sometimes it is even five. I do not know whether the system is universal, but certainly it prevails widely. It is not easy to see how it is to be altered. Nevertheless I regard it as a grave hindrance to the attitude of discipline, as shown in general alertness of mind and body, as well as incompatible with sound teaching and learning. Such an ordeal as writing 'notes' for four hours continuously is calculated to try the strongest faculty of attention; I am not aware that such a practice prevails anywhere else. It is eminently unsuited to the Indian climate.

The arrangement of the day's work at Indian colleges has, of course, established itself in accordance with a kind of adaptation to circumstances. But that does not prevent its being a pernicious system, or relieve us altogether from responsibility. Probably neither students nor lecturers have any wish to go down to college twice a day (often from a distance), instead of once; nor would they welcome the proposal to pass an extra hour, or half-hour, at college, in order to give time for a break of reasonable length. If we had *resident* colleges, the arrangement of morning and afternoon lectures would be easy. At Agra you find the college in a pleasant suburb, sufficiently removed from the town; the college buildings in spacious grounds, with the Principal's house adjoining; across the road are three or four good-sized buildings which are students' boarding-houses, with a good cricket field beyond. A little further down the road are houses tenanted by the professors. This is the type of college we want in Bengal; but unfortunately we are not very likely to get it quite at once, and the unsatisfactory alternative of continuous lectures or the unpopular interval remains.

There is, however, quite another way of meeting the case. It is, in view of established usage, a somewhat heroic remedy; but it has the merit of simplicity. Might we not cut the knot by reducing the number of lectures? It is assumed that all these lectures are a necessity; I hold on the contrary that the Indian student is grievously over-lectured. A decrease in the number of lectures would not only relieve an excessive strain on the student's powers of endurance, but would even be a gain on sound principles of teaching. In lecturing, as in other things, the *half* is sometimes more than the whole.

If it were conceded that the average student's mind could be healthily nourished on some fifteen lectures a week—two hours and three hours on alternate days—the way would be made plain before us. Moreover, the lightening of the actual burden of lectures, though this alone would be an unmixed blessing, would be only a part, and perhaps not the chief part, of the net gain. Probably all who have impartially considered the matter have disabused themselves of the belief in the universal efficacy of lectures. A touching confidence in this method of instruction is an admirable trait of Indian students, and seems to linger also in the minds of some whose opportunities of forming an opinion

have been ampler. The English undergraduate by no means shares this faith; the Honours man has his misgivings—of the Pass man it is superfluous to speak. The sober truth seems to be, that, with the present vast multiplication of printed books, the conditions of oral teaching have been greatly modified. When, as in the Middle Ages, there were few books, the scholar must needs resort to the lecture-rooms of those who had books or the knowledge got by books. Accordingly students flocked to hear the teacher wherever he was to be found. Now, however, all is changed. If a man makes a discovery, or has anything new to say, he writes a book, and his book is accessible to all who can buy it. Even the summary of another man's book, and other modes of putting knowledge into a digestible shape, can be printed and published, and constitute a form of literature not generally of an expensive kind. The result is that in these days a student of moderate intelligence can do a great deal for himself by the study of books. It is even better in some ways that he should. The lecturer can, of course, manipulate knowledge, and put it into convenient forms suited to the apprehension of the learner and the needs of mere examinations. But even in this respect his usefulness is limited. If his lecture notes are really good, they are thought to be worth publishing, and, in the printed form, can both reach a wider circle of learners and be mastered by the individual student in a shorter time. As for analyses and summaries, they are most profitably made by the student for himself; and, if he shrinks from the moderate degree of application involved, or is absolutely stupid, he can, in India, buy what is admirably adapted to his purpose for a few annas.

Has the lecturer, the teacher, then, no function to perform at all? Is his occupation gone? Heaven forbid that I should be suspected of so extreme a heresy! He has a function, and if he is given a fair chance, a useful and indispensable function. In the first place, he is required as a guide to the method of study; comparatively few students in the beginning know how to use books. They require suggestions and practical illustrations of how they are to set about learning by means of books. Further, the lecture is alive; whereas books, as Plato long ago pointed out, are dead. Books cannot answer questions; they cannot clear up their own obscurities, or the perplexities due to a reader's dulness: they can only put things in one stereotyped way; they can only go on repeating the same impression on the eye without any certainty of ever reaching the understanding. The skilful teacher can adapt his instruction to the needs of the moment; he can vary his mode of presentment, and if he fails to reach his hearer's minds by one path, he can try another. In these ways the uses of oral teaching are invaluable and can never be superseded. There is, further, the case—a very real one sometimes—in which the scholar has a rooted incapacity to learn from books at all. There are minds to which the unreality of books is insuperable; the written word is absolutely dead to them: it requires

the living voice to open their understanding at all. The very words that seem unmeaning when written, gain significance in a flash when spoken in tones that vibrate upon the ear. But this is not a frequent case among Indian students.

On a level raised high above these baser uses, stands the heaven-born teacher; the man whose very voice is inspiration, whose genius is an original force that quickens the minds of those who hear him with a freshness and directness that no book can rival. He, too, can never be superseded, and his lecture-room will still be crowded, wherever he appears. But he is a somewhat rare product. The great teacher is born, not made. There remains the lesser stimulus which is imparted to all teaching by the teacher's personality. There is always something which the living teacher has, and which books have not, in proportion to the originality and freshness of a man's mind; and every teacher naturally aspires to make this stimulus as great as possible. The success of his teaching depends largely upon it.

Striking the balance of these considerations, it is plain, I think, that in India, as elsewhere, we want a certain number of lectures; but we do not want so many as we now have. We may even admit that the student in India wants more of such help than elsewhere, because it is more difficult for him to get access to all the books he wants. He is often too poor to buy more than a few indispensable text-books, and he imperfectly understands, and cannot always command, the use of a library. Personal teaching and lectures are not, however, co-extensive; and here comes in that other, greater gain which I suggest would result from a change in our present system of lectures.

If there were fewer lectures for the lectured, there would be fewer also for the lecturer. The college professor would consequently have leisure, which he certainly has not as things are, for helping his pupils in other ways. Now, if there is one form of help which an Indian student needs more than anything else, it is private assistance, or 'coaching.' His difficulties and his mistakes are largely personal, and so often he has no guide to whom he may resort. Sometimes he asks questions in the lecture-room. Lecturers differ in their encouragement of this practice. It may, to a certain extent, be justified by the special circumstances, and so far as practicable. With quite small classes no inconvenience arises; but, with classes of fifty or a hundred, it could only result in confusion, unless restricted, within the narrowest limits. At best, it is cumbersome and inadequate: the difficulties of one student are not those of another; this involves waste of time, and the utmost possible latitude would not satisfy all. If, however, a lecturer had only two or three hours lecturing a day, he could afford a certain amount of time to taking the members of his classes separately, and giving them such special aid as they most needed. The younger students could bring their difficulties; the more advanced essays. In short, we might in this way easily secure what has often been

pointed to as a thing much wanted in the educational scheme of Indian colleges—a workable tutorial system. I can imagine no greater benefit that could be conferred on students and teachers. The student might get directly the stimulus of personal influence, and he would also obtain such assistance as would be most helpful in his work. The professor would gain sound personal knowledge of his pupils: they would become to him something more than names and numbers. Both would learn to know each other better—in itself a thing to be wished for.

The change contemplated involves, certainly, a reconstruction of the routine of work to which we are accustomed, and does some violence to the ideas on which the existing system may be supposed to be founded. These would seem to be that 'lectures' are pre-eminently adapted to the requirements of Indian students, and that the more they have of them the better. But I find no authoritative theory current as to what precisely the lecture should do for the student. Now, there are two things, really quite different, which are apt to be confounded—class-teaching and lectures. Class-teaching is for school-boys, and its end is to put knowledge bodily into the learner's mind. All that is to be learnt is imparted or tested in the class-room. Lectures are for older students, who are able to do most of the learning for themselves; their end is to suggest, stimulate, and guide. They direct the student in the courses of study which he carries on mainly for himself. It is not quite clear which of these two functions the lectures at Indian colleges are intended to fulfil. The name suggests the latter: their number agrees better with the former. In practice we make a sort of compromise between the two. It would be better, I think, to determine definitely which method is better suited to our case. Now, if we look only to mere examination results, it may be doubtful which mode of teaching is the more efficacious. If, however, we take the broader view, of a training which is really to fit our students to play the part of educated men in after-life, the superiority of a system of lectures proper cannot, I think, be questioned. For what is it we are doing? We are no longer teaching school-boys the elements, we are trying to prepare men for the work of life in such a way that they may, by their intelligence and capacity, show themselves worthy of a University degree. The very chiefest part of that education ought to be the capacity of the student to work independently, to use his own intelligence. Our lectures, therefore, should do the utmost they can to help the student to help himself, but they should not do more. We cannot, of course, altogether prevent this or that student from resorting to the vile methods of cram. We can refuse to aid and abet him in such courses, and by all the means in our power encourage him to use his own understanding. We may even seek to raise his aim to the love of learning for its own sake.

It may be asked how, under the present régime, the student survives his lectures at all, if the mental

strain involved is really so great. Is he gifted with exceptional powers of endurance? or has he a natural aptitude for taking notes? In a word, how has the system been able to establish itself in fact? I believe the answer is quite simple. To put it plainly, he does not give an unflagging attention to his lectures at all. Some of them he sits through; to some he gives wavering heed; some he follows with diligence. Probably it would be found that he takes assiduous notes at his English lectures and uses his discretion as to the rest. It may also be remembered that he can take a day off now and again at his good pleasure, and drop one or two of his lectures when too much bored, on any particular day. But these mitigations of his lot can hardly be said to make the system more satisfactory, or to conduce to habits of discipline, which last was the point from which we were led into this digression.

The demand for greater attention to the moral side of education is partly right and proper, partly quite unreasonable. It is right and proper, so far as it means that we must increase, in all ways possible, the moral influences bearing on our students. It is right also so far as these influences are not yet as effective as could be wished. It is unreasonable, as seeming to press for direct moral and even direct religious teaching as part of the regular course of instruction. Religious influences, such as a boy comes under at an English Public School, are, from the very nature of the circumstances, altogether excluded. Any reflection on the matter must at once convince a reasonable mind of this. Even more, any teaching tending to foster religious narrowness and intolerance is positively hurtful. It is immoral anywhere, and in India to-day it is criminal. As to moral teaching, it is so delicate a matter that it cannot possibly be enjoined by rule. Lectures on the duties of a man and a citizen would be very doubtfully efficacious. The reason is, as Aristotle and others have explained, that the essence of morality is not knowing, but doing. Platitudes on duty and virtue do not necessarily influence conduct. A 'moral text-book,' if it means anything other than a treatise on ethics—and these already abound—is simply a psychological monstrosity. Socrates and his disciples were fond of discussing whether virtue could be taught; but it certainly cannot be taught by mere words; and even if virtue is, in a certain sense, knowledge, it is not knowledge that can form part of a University course, or be tested by examinations.

Yet, while this is so, undoubtedly the more steadily individual teachers keep in mind the supreme importance of the moral bearing of education, the more real is their influence on character likely to be. It is true also that, if the Principal of a College feel able to address his students collectively on the deeper meanings of life and duty, not only has he the right to do so, but there is even a kind of obligation that he should. Much good might be hoped from the earnest words of an earnest man. The published addresses of the late Chester Macnaghten to his pupils are admirable examples of what

is possible. If such addresses—in not too great frequency—became a recognised usage, our University life would have advanced a step. At the same time such addresses would be better left a voluntary matter, and the attendance of students should be voluntary also. Constraint on either side would take away their chief efficacy.

In one way, I think, it would even be possible to introduce a religious element into the daily work of an Indian college. I do not think it impossible that a form of public prayer might be framed for use at the beginning and close of the day's work at places of education in India. I say, I do not think it impossible, though to most, probably, the idea will seem extravagant. There are universal elements common to all religions. The form devised must obviously confine itself to these. Enough would be left to express a common sense of reverence, a common need for help, a common love for what is pure and good. If this were possible, an outlet would have been found for the strong religious instincts of Indian students in direct connection with their daily studies. Hindu, Mahomedan and Christian would meet to acknowledge their human weakness, dependence and aspiration. The thought has a certain attraction. Attendance would, of course, be perfectly voluntary. The form would be read by the Principal of the College, or some suitable person at his request.

These more set means of meeting the demand for stronger moral influences are open to controversy. There are others, not open to controversy, which are in active operation: in regard to these, all that is needed is that we should clearly recognise their value, and use our best endeavour to turn them to fullest account. Not least among these is the influence of manly games. The importance of physical education in its bearing on character may, no doubt, be exaggerated. It is not a moral necessity that the increasing popularity of English games will be followed straightway by a revolution of Indian character, even as regards those particular qualities which are most naturally called out on the playing-field—courage, self-reliance and presence of mind. It is possible to play cricket and football, and yet to be small-minded, garrulous, and possessed by a lying spirit. A young man may even become a distinguished athlete and remain a blackguard; he may even become a worse blackguard than before, because more vigorous and physically effective. Yet, notwithstanding the admission, it is fairly well-established that games, exercise in the main a wholesome type of manhood. They certainly furnish opportunities for the development of certain good qualities. From the present point of view their chief advantage is that they cultivate a kind of public spirit, the lack of which was the third of the points above enumerated as needing attention. Success at cricket and football depends on more than individual play: it is attained by the loyal co-operation of all under chosen leaders; by each player keeping his place and controlling his action in relation to others.

Games thus offer a discipline in combination, and the subordination of self to a common end. They teach loyalty and obedience. This they must do to some extent by their very nature. Their teaching, too, is natural and unconscious. It comes insensibly, by habit and in the form of play. There is small fear that the movement for athletics now set going vigorously throughout India will die down. But it is not amiss to be assured that we are in the right track; that the tendencies of the times are to be encouraged. As regards schools and colleges there is still much to be done before we have all that is wanted. It is especially important to encourage games at schools: for, besides that games of all kinds are more natural and proper for boys, if our school boys get a fondness for games, they will themselves take care that their energies find the right outlet when they become college students. But, as regards the colleges, the provision of a cricket-ground in the immediate vicinity of the college is a pressing requirement. The difficulties are great when the college is in the midst of a town: sometimes they may be insuperable. At least we may say that no Government college ought to be inadequately provided in this respect. In this, as in all else, the function of the Government college is to hold up the type of a model college, adequately equipped. To have its full usefulness, the ground must be actually adjoining the college.

Closely connected with the subject of moral influences is the problem of due provision for the student's welfare in respect of housing and sanitation and general superintendence out of college hours. This hostel question, which has not lacked attention of late, is an appallingly big question. We are alive to the responsibility, and it can no longer be ignored. Something has been already done, but it is very little compared with what remains to do. In its full extent the enterprise is no less than to find proper boarding accommodation for some thousands of Indian students—for all, in fact, who are unable to live in the houses of relatives and friends. A hostel here and there, opened with a flourish of trumpets, does not meet the case at all. While a single student remains in undesirable surroundings, or in an insanitary lodging, our work is not done. If we—that is the community, and in particular the collective body of educated men—are responsible for student A, we are responsible for student B, and so on down to Z. Of course, Government, as such, is not responsible for all. It is responsible only for its own institutions. But is responsible for these.

We may well despair of the accomplishment of so vast an undertaking within any definite limit of years. But there is, I venture to think, a partial solution of this problem, the practicability of which is at least worth considering. At Oxford and Cambridge many undergraduates live out of college, in lodgings. All such lodgings are, however, under careful supervision. There is a Board which inspects houses, and, after inspection, licenses private

persons to receive undergraduates as lodgers. If the houses do not come up to the required standard in any particular, the license is withheld or revoked. It is just conceivable that this system might be adapted to Indian needs; that, in neighbourhoods where a college is situated, we might have Boards composed of private gentlemen interested in education, and officials in responsible positions, whose business it should be to look after the welfare of students. These Boards should possess jurisdiction over a limited area in two respects: (1) to inspect lodging-houses and license them to receive a certain number of students; (2) to remove from this area any influences likely to be injurious to the good order and discipline of students, or to thrust temptation in their way. There would be difficulties, no doubt. They would be less in the Mofussil than in Calcutta. The experiment might at least be tried. The practice of licensing houses for the accommodation of pilgrims offers some sort of precedent. At all events, now that the duty has come to be recognised, the necessity for some comprehensive scheme grows urgent. It is admitted that to leave a large number of students utterly uncared for, to shift for themselves as best they can, is a form of *laissez faire* that cannot be defended.

It remains to say something of the most potent influence of all, which is neither open to controversy, nor has ever been absent from the training of our colleges since their foundation. I mean the indirect influences of the scheme of instruction as a whole, acting insensibly in subtle ways—through the discipline of regular courses of study and a high standard of punctuality and order, through the tonic effect of the books studied, often masterpieces in their kind and in the best sense stimulating, and not least in the teacher's personal influence finding its opportunity in the ordinary work of teaching and lecturing. It may be objected that the total effect has been disappointing. But it would be unjust to suppose that the more simple elements of English character, straightforwardness, sense of duty, fairness, sincerity in word and deed, have had no influence at all on the men turned out by our Universities. Their effects can be traced unmistakably in the testimonies that have not been wanting to the superior 'morale' of Indian graduates: their remoter effects extend much more widely. The Englishmen engaged in the work of our Indian colleges—I speak only of the members of the educational services, because they are more publicly responsible—, if not exactly 'picked men,' are a body of men of good average qualifications, who are allowed to have invariably set an example of the conscientious discharge of duty. Their moral influence as a body, through the system of which they have had the working organisation, cannot have failed of effect. The influence of not a few among them has been much more than this—the example of a high-minded devotion to their calling, in all its aspects not inferior to that of the best men in other spheres of life, or engaged in the great work of education elsewhere. This can fairly be claimed. If we want more from them in the present, it is because more is

becoming possible. The conditions of educational work in India are peculiar. The new departure began under circumstances which involved many embarrassments and hindrances to the best work. Obstacles to the most satisfactory relations between teachers and their pupils still remain. But great changes are happening. Much is possible now which was not possible twenty or thirty years ago, and, as the opportunities improve, the demand on the educationist rises. Education men have, as a body, always done their duty. They must now do more than their duty.

In venturing to touch upon the responsibility of the men who come out from England to take part, as public servants, in the work of an Indian college, I am conscious of the extreme difficulty of saying anything to the purpose. For one thing, no rules can be laid down as to what a man is bound to do outside the specified routine of bare duty, and any attempt to dogmatise would be impertinent as well as useless. Only it is impossible not to see how many and how varied are the claims that an Indian college now makes on one who has the ends of education really at heart. There are, in fact, two classes of public servants in India who can never fulfil the inner demands of their "office," by the simple discharge of prescribed duties—the members of the great executive service and officers of the education department. On the recognition of this higher obligation by the members of these two services individually, the well-being of the Indian Empire will in the future more and more depend. Education men occupy, by the very nature of their work, an unique, even an anomalous, position, in the stately fabric of Indian officialdom. They are—in a sense different from any other branch of the public service—a national institution; they exist for India in a sense in which no other department does. The reason is plain. They are no part of the great protective and coercive machinery which holds together the Indian Empire as a dependency of Great Britain. Their function is not to control, but to help and teach. They come to India as a supreme proof that British rule is no longer founded upon the sword, however keen that sword still be, however strong the hand that holds it sheathed. They are a message of peace and brotherhood. They bring with them the tender of great benefits freely offered. They alone, therefore, among Englishmen in India, are not permitted to take an outside view of native character; for they must criticise as friends and fellow-workers. The educationist in virtue of his position must begin by regarding his pupils—their faults and weaknesses, as well as their good qualities—sympathetically. He must try to understand them, to enter into their position and difficulties, even to see India somewhat with their eyes. Otherwise he cannot achieve the very object for which he has come. He is a teacher; he cannot teach effectively, unless he can win the minds and hearts of those whom he teaches. He is a guide; but his guidance is nought unless he persuade some to follow. He has come on a mission to enlighten and elevate: he cannot lift up unless he will first stoop to reach

those he is to raise. In a word, he has, in plain fact, been called to a right noble and excellent work, and, unless he deeply realises the greatness of the work and its many-sided obligations, he is not likely to make it much of a success.

What is needed for educational work in India is the missionary spirit. There should be no fear that this phrase may be misunderstood. All true education is itself a mission, and I mean, by the missionary spirit, the spirit of whole-hearted devotion to that work for its own sake. Yet we might, if we would, take example practically from some of the work done by Christian missionaries and in this very field of education—for instance from the work of the Oxford Mission in Calcutta. The first and last word is, the educationist must recognise the sacred character of the work of education, that realised. Without this reverence for his work, here in India, as elsewhere, the sense of its dignity and value, and the ungrudging desire to spend himself for it, the teacher's work will be formal, lifeless and unproductive. The teacher must have enthusiasm, and, in a broad sense, well-wishing, or benevolence: enthusiasm for all forms of excellence, well-wishing towards those he teaches, the sincere desire to draw out what is best in them, to make them true men. Such a sense of his work and of its importance will naturally flow out beyond the class-room, and compel him to seek for other means of fulfilling the obligation imposed by its tacit claims.

In what ways can one who acknowledges this self-imposed duty find scope? The answer is not easy. It is clear, however, that it must begin in closer personal relations between students and their teachers. We must distinctly aim at bringing this about. Much is denied by the actual conditions, and it is only folly to try and ignore these limits. We may as well admit once and for all that a certain sense of separation, a certain constraint, the absence of a perfect mutual understanding, is inevitable in the relations of English professors and their Indian pupils. Between those who are so widely separated in essential points in habits and ways of thinking, the happiest social freedom is possible only in the rarest instances. But, granting all this, much that is pleasant and mutually beneficial is still possible, and it is our business to make the most of it. There should be a fairly wide platform of common ideas and interests on which students and professors may meet, and, as present tendencies develop, it will broaden.

The result in time will be that common life of which I spoke in the beginning. Unfortunately, the external conditions necessary to the full development of that life are wanting at most, if not all, Bengal colleges. What these conditions are is pleasantly exhibited in the features of the Agra College briefly described above. They have been realised also in the handsome colleges founded in India for the education of native chieftains and noblemen, like the Colvin College at Lucknow. India is not with-

out examples of the ideal college visible in concrete reality; only we must travel outside Bengal to find them. The most essential conditions are three; boarding-houses, or hostels, for resident students, houses for a resident staff, or at the least a resident Principal, and grounds suitable for cricket and foot-ball. So long as we are unable to attain these bare essentials, the common life possible must be a good deal hampered and restricted, if not fatally maimed.

We want, in fact, a resident college, living a life self-contained and self-sufficing, apart from the rest of the world, with all the energies of its members centred in the college and its interests. Unfortunately there seems little immediate prospect of colleges of this type arising in Bengal. Yet, I think it might be contended that the few colleges which are to be maintained as Government institutions should be ultimately made to realise these conditions. It is generally admitted that resident schools and colleges are better than non-resident. The attempt which is being made in various parts of India to realise this type *partially* seems to concede as much. Should not, then, a college which enjoys the prestige of State-maintenance exhibit the type *as completely as possible*? The educational value of the complete collegiate life is beyond dispute, and resident students and resident professors are its indispensable conditions. The great success of the Aligarh College illustrates the advantage of a large proportion of resident students. The advantages of a resident Principal, or, better, a resident staff, are pretty obvious without comment, though in India there are certainly circumstances which somewhat complicate the matter. If proof of the real gain which is nevertheless to be expected, I cannot do better than quote the remarks of a Principal of the Government College, Lahore, on his own experience. This gentleman says in his report: "In October, 1892, I took up my abode in the house provided in the college grounds and have daily visited and inspected the boarding-house premises. The result has been to bring me into much closer personal acquaintance with my students, while enabling me at the same time to supervise them more thoroughly; I can now speak with confidence of the character of most of them."

There is a real fear, not unconfirmed by a desultory perusal of provincial reports on education, that Bengal is falling behind somewhat in these and other matters. It is the younger Universities, that are most active in educational ideas and most practically go-ahead. Doubtless the Universities lately founded have been able to profit by the mistakes of the elder. It is also easier to build anew, than to tinker an existing institution. But, even compared with Bombay and Madras, Bengal does not compare altogether favourably, if we look deeper than mere numbers. Bengal must look to her educational laurels. In this particular matter, even admitting the impossibility of converting Government colleges straightway to the resident type, it might be kept

steadily in view, as an integral part of the programme of a revised educational policy, to make the change gradually in the course of time, as opportunity offers. It would be a step forward to get the advantage recognised and the principle accepted. We cannot compass impossibilities; but with good will, and a clear perception of the end to be wished, we can carry achievement to the utmost limits of the possible. Among the many schemes proposed for commemorating the great event of this year, there has not been, as far as I am aware, any suggestion for a great educational monument, such as would be a college of the kind I am speaking of, or providing Calcutta with hostels on a large scale. Yet what could be more suitable to the occasion, or more accordant with the genius of the people of Bengal?

Be all this as it may, inasmuch as resident colleges suitably furnished in all respects are at present rather to be wished for than expected, we must fall back on such accessories of our common life as are possible under existing circumstances. Athletic clubs, debating societies, libraries and reading-rooms are all numbered among these lesser elements, and in their several departments minister to those common emotions and interests, which form the inner side of the common life which is our aim. Speaking broadly, the more these are encouraged, the richer will the elements of that life be; and the more our educationist interests himself and even shares in these activities the better. Especially valuable is the reading or common room. Every college should possess one. It should be furnished with papers and magazines; and students might become members on payment of a small subscription. Professors would help to keep these going, and, as honorary members, might make the reading-room an opportunity for occasionally meeting students on friendly terms. If conditions favoured, informal social gatherings might be held here, or in some other convenient part of the college buildings—a sort of *conversazione*, at which students and professors should exchange ideas more freely than in the class-room, doubtless to their mutual advantage. The form of these entertainments would naturally vary with the judgment of the host and the character of the students invited. On special occasions the 'flow of soul' might be stimulated by the mild exhilaration of tea and coffee, soda-water and lemonade; nor is the average student usually in these days above the seduction of mixed biscuits.

Another useful institution not altogether unknown, but capable of indefinite development, would be afternoon or evening lectures of a popular character given by members of the college staff, or any one else who could be found with something to say. There is a wide range of subjects to choose from, especially when it is remembered how much that is bound up with his English education lies outside the experience of the average student. What is part almost of the Englishman's mental structure is strange to him. Sketches of English social life, descriptions of London and of English country scenery, accounts

of journeys, of European cities, of cathedrals and castles readily occur as among subjects that would be suitable and interesting. History offers a wide selection, Ancient India, India before the British Raj, Alexander's invasion, Greek influence on Indian art, or, turning to Europe, the English constitution, the history of Parliaments, social problems in Europe, the French Revolution, Napoleon, the Russian Empire, and so on. Literature would prove an inexhaustible source of inspiration. Thackeray or Scott or Dickens, Tenryson or Shelley, Chaucer or the Elizabethan poets, according to the bent of the lecturer's preferences. There are besides, art and archaeology, philosophical and kindred subjects and the whole world of science. We might even, on occasion, admit the general public to these lectures, and make the first humble beginnings of a University extension movement. A college should aim at being in its way a small centre of culture.

These all might find place in the larger life which it would be well to foster at our colleges, and would count among the ethical influences which it would be the chief purpose of that life to deepen. There is also this more confident answer to be made to complaints of the weakness of our education on this side. What are the particular virtues which we should most wish our public colleges to inculcate? Surely those in which the Indian character is deficient. Of the froth and fervour of effusive sentiment and a cheap benevolence we have enough, and to spare. In some amiable characteristics and especially the virtues that belong to the closer relations of life, our students even excel. It is a robust and more stable morality that we have to produce, and such sterner virtues as strict uprightness of dealing and sense of public duty. It is precisely these which our whole system, with its almost aggressive righteousness and strict impartiality, is calculated to foster. Loyalty and disinterested public spirit are difficult lessons. The student is learning the lesson so far as he can be brought to realise the college as an ideal whole of which he is a part, an institution the honour of which is a better spur to exertion than mere self-interest, an object in the love of which he is bound to generous sympathy and emulation with his fellow-students.

OUR UNIVERSITY CORRESPONDENT.

CAMBRIDGE, July 1897.

After the excitement of Women's Degrees has succeeded that calm, which, like ease after pain, death after life, 'does greatly please.' Events which at any other time might have roused considerable enthusiasm have, in the inevitable reaction from the previous storm, been received with perfect placidity. The Tripos Lists issued during the last month have, nevertheless, had their peculiar interest. First of all, the Senior Wranglership, in falling to an old Board School boy, has, in the cant phrase of the time, 'beaten the record.' Mr. W. H. Austin, who somewhat unexpectedly won the Blue Ribbon, was educated at a Birmingham Board School, whence he obtained a scholarship at King Edward's School, and afterwards an exhibition at Mason's College. Subsequently he came to Trinity, where his course has been very successful. He has also taken the B.A. at London with the highest attainable honours.

Trinity has once more swept the Board. Out of the first thirteen Wranglers eight are Trinity men; and out of the six in the first division of the first class of the Classical Tripos, four hail from Trinity. In the other Triposes the results are very similar. For many years the supremacy of this great college has been most marked; but never so clearly as now. Yet there are many objections to this state of things, one of which, affecting the Trinity men themselves, I have pointed out before. Scores of men who, at a smaller college, would be certain of Fellowships, fail to get one at Trinity. The only remedy unfortunately for this is that the University should follow the example of Oxford, and throw open the Fellowships in all the colleges to public competition. For this would certainly mean the admission of Trinity men in large numbers to the governing bodies of other colleges, and it is unlikely that these colleges would consent to such a confession of weakness: especially since,

at the present time, Trinity is not popular with the rest of the University. Into the causes of this unpopularity I shall not now enter: it is sufficient to say that it would probably be largely diminished if the success of Trinity were to suffer a temporary eclipse.

Among the results of other Triposes there is little of importance to notice, interesting as they are to the candidates themselves. The chief feature this year has been the almost total failure of the women; a failure which has been taken as a judgment on their presumption in claiming degrees. In the Moral Sciences Tripos, however, which of late they have almost made their own, they have achieved their accustomed success, one Newnhamite gaining a first class after a year's work, thus following up a first class in the Historical Tripos of last year.

In the Oxford class-lists the most interesting, among those as yet issued, is that of the Honour School of English Language and Literature. I spoke of the establishment of this school some time ago: and, though the numbers are of course as yet few, it is safe to predict a bright future for it. The names are almost equally divided: one man gets a first class, one a second, and two a third. The women are here, as is natural, very successful, there being three names in the first class.

The list of Honorary Degrees included the names of our distinguished visitors from the Colonies: the University took advantage of the presence of the Premiers at the Jubilee to give them the degree of LL.D. Perhaps worn out with the demonstration at the voting for women's degrees, the undergraduates were less vociferous than usual. The speech of the Public Orator was audible for whole sentences together. It was expected that the Archbishop of Canterbury and the Lord Chief Justice would also receive degrees; but this ceremony has had to be postponed for a term.

At Oxford the most interesting event of this

kind has been the conferment of the degree of M.A., *honoris causa*, on the Mayor, Alderman Buckell, one of the most respected men that have ever worn the chain of that office in Oxford. Here in Cambridge, when the office is filled by one who bears the name of Darwin, this courtesy on the part of the University is fortunately unnecessary. A curious, and perhaps unprecedented, event took place the other day at Oxford, when two distinguished honorary M.A.'s were matriculated by the Vice-Chancellor. The question as to the status of these persons is a very knotty one. Unquestionably, as undergraduates, they are *in statu pupillari*: as Honorary Masters one would think they might defy the Proctors. For a similar thing one has to go back to the time of Bentley, who, as all the world knows, while still Master of Trinity was deprived of all his degrees, and reduced to the position of an undergraduate. It is to be hoped that these gentlemen, if 'proctorised,' will not show the slashing and dangerous hook of the scholarly but tempestuous Bentley.

Among books and pamphlets lately issued, I cannot pass over Mr. Morley's Reade lecture on Machiavelli. Mr. Morley, whose hatred of 'dithyrambs' is well known, deliberately avoids the dangerous brilliancy of Macaulay, but his little book is one of the most illuminating pieces of writing on Machiavelli that have ever been issued, and the more impressive because of its self-restraint. It appears, curiously enough, at the same time as an edition of the 'Prince' by Lord Acton, and a translation by Mr. Ninian Williams.

The 'Essays on Liberalism' by six Oxford men form a most able contribution to philosophic politics, the more fascinating, perhaps, because the writers are quite untrammelled by those considerations of practicality which hamper the experienced statesman. Chief among the writers is Mr. Belloc, one of the best-known speakers at the Oxford Union, and already distinguished as a writer and thinker. It seems indisputable that

at Oxford young Liberals, living as they do in the face of a hostile majority, are compelled to think and to give a good reason for the hope that is in them.

I spoke sometime ago of the premature death of Mr. Wallace, Whyte's Professor of Moral Philosophy. The choice of his successor was a difficult one. Much the most distinguished of the candidates was the Master of Balliol, Dr. Caird, who was induced by the urgent representations of his friends to compete at the last moment, but there were many reasons which must have induced the electors, in spite of his many obvious qualifications, to pass him over. The choice fell on Mr. Stewart, of Christ Church, whose recent admirable translation of the *Ethics* of Aristotle has brought him into notoriety. Mr. Stewart, like his predecessor and his chief competitor, is a Scotchman, having been educated at Edinburgh before coming to Oxford. He took a high degree about twenty years ago, and, like so many other scholars of Lincoln, gained the Newdigate Prize for an English poem. He is believed, by those who know him, to possess philosophical powers much greater than he has yet been able to show to the world: it is to be hoped that it will not be long before he proves that he is worthy to succeed Green and Wallace, and to maintain the reputation of Scotland as the country of metaphysicians.

The Jubilee was celebrated in different ways at the two Universities. The summer term at Oxford is always longer than that at Cambridge, and reaches till nearly the end of June. After the experience of the Prince of Wales's visit, there was some thought of curtailing the term by a week; but it was finally decided to allow things to take their course; and everything appears to have passed off successfully. The University poets were not slow to avail themselves of their chance. Professor Courthope produced an ode in which, as was to be expected, classical restraint, erudition, and grace were more conspicuous than inspiration. 'A. G.'—Mr. Godley, one of the neatest of the younger

academic versifiers,—contributed a set of quite Horatian *alcaics* to the Oxford Magazine, which was printed in blue for the occasion. Even the Bampton Lecturer, Mr. Ottley, caught the infection, but fortunately in the milder form of quotation. He contented himself with deftly interweaving two apt lines of Sophocles into the body of his theological argument.

At Cambridge, as the University had gone down, there was less poetry and more pleasure. After service on Sunday the town assembled on Parker's Piece to sing God save the Queen: and on Tuesday there were fire-works and a show in the same place. It was curious to observe that Professor J. J. Thomson managed to steal time from his physical investigations in order to observe the feats of acrobats and clowns, in which he took an obvious interest.

I spoke last month of the death of the Warden of Keble, Dr. Wilson. A better choice than that of his successor could hardly have been made. Dr. Walter Lock, the sub-Warden, and late Fellow of Magdalen, is one of the best-known men in Oxford. As Hertford scholar and Craven scholar, he had a distinguished undergraduate career; but since then he has shown the rarer powers of an organiser and ruler. Owing largely to the ability of its successive heads, Keble, since its foundation, has enjoyed a rapidly increasing prosperity; and it may be confidently predicted that in the near future this prosperity will be continued under the wise and able guidance of Dr. Lock.

OUR LONDON LETTER.

LONDON, July 1897.

Little has been talked of or thought of here for the past month except the celebrations in connection with the Queen's long reign and matters connected therewith. In and around London school work has been greatly disturbed and interfered with, and in many schools the long summer holidays are to be extended by a week or so.

Parliament seems to have become as listless as school, and the expected Secondary education bill will probably not appear this session.

Among Secondary teachers the usual summer holiday courses of lectures and lessons are being arranged—on education and on subjects of general interest at the English Universities and other centres, in French and German at foreign centres. It is interesting to read in this month's *Journal of Education* an account of the first holiday visit to London ever arranged for French teachers. In this connection I may mention the systematic attempt now being made, by means of lectures and otherwise, to bring about a better feeling between the English and French peoples.

A piece of work of great importance to Assistant Masters in Secondary schools has been recently taken in hand again, and will probably be carried to a successful issue, namely, the method of engaging Assistant Masters through an outside agency worked as a business concern at the expense of assistants alone for the sole benefit of head masters. The origin of this system I do not know, but it is worked thus. A head master wants an assistant. Two courses—or three now—are open to him. He may publish his requirements in a public journal, inviting applications to be made direct to him. From these he makes his choice of a few candidates, whom he invites to an interview, and then or later comes to a decision. Or again he may communicate his wants to an agency which will transmit the information to a few of the most suitable among its 'clients'—who are pledged to secrecy—and when the head master—or 'patron' as they call him—has made his choice of two or three, arranges an interview at its own offices. Or he may avail himself of somewhat similar agencies worked by the Teachers' Guild or the Association of Assistant Masters, which make only a very small charge to assistants, and consequently cannot afford to advertise so widely, or to provide rooms for interviews, or to engage a clerical staff.

Thus these professional agencies are somewhat inefficient on the business side, and, though they have seriously injured the ordinary commercial agencies, they have not yet superseded them. The objections to the commercial agencies—from the point of view of assistants and candidates for vacancies—are: that they throw all the expense on one party, though the work is done solely for the advantage of the other; this expense (usually five per cent. of the salary agreed upon) is payable on every new appointment, even if held only for a term or two, as is often the case in the poorer schools; they are unprofessional; and the system is open to abuse.

It was for these reasons that the Teachers' Guild established first their women's agency, then their men's agency, making a small percentage charge. The women's branch succeeded. Next the Assistant Master's Association started a men's agency, doing all the clerical work voluntarily, and making only a small charge for postage and printing. The experiment succeeded beyond all expectation, but it is not, nor can it become, anything but an advertisement agency until its pecuniary resources are augmented. And prior to these was the Agency Department of the College of Preceptors—for both men and women, which still exists, and only exists. Thus we have now three professional agencies (I am speaking of London alone) competing with the commercial agencies and with one another, to their mutual injury. The attempt is now being made to unite the professional agencies for men, bring them under one roof, provide an adequate staff, and appeal to heads of schools for their staunch support. Probably it can be worked at much less than five per cent.; and it is to be hoped that heads will pay—not what is fair, for that would be the whole—but an appreciable portion of the cost. The existence of a new weekly journal on *Education*, and the growth of professional feeling among schoolmasters during the last few years promise well for this long delayed reform. It is for heads of schools to

lead the way by giving the new agency preference over the old firms who have served them, and, may be, served them well: Assistant Masters have only to follow.

BOMBAY LETTER.

The election of Mr. N. G. Chandavarkar, B.A., LL.B., to represent the University in the Legislative Council of Bombay seems to have given general satisfaction, both among Europeans and natives. The latter community has been almost unanimous in their choice, and though the election was at first contested by Mr. Dave, it was only nominally so, and Mr. Dave withdrew, before the poll began. Mr. Chandavarkar was born in Honore, North Canara, in 1855. After receiving his early education in his native town, he came to Bombay in 1869 and entered the Elphinstone College in 1873 where he had a splendid career, finishing up in 1877 with taking the B.A. degree in the first class. The examination brought him, by addition to his degree, the James Taylor Prize and the appointment of Junior Dakshina Fellow. From 1878 to 1889, he edited the English portion of the *Indu Prakash* and raised this paper to the reputation of a first-class journal. In 1881 he passed the LL.B. examination in the first division, in which he carried also the Arnould Scholarship for the best paper on Hindu law; he in due time became a pleader of the High Court where he has distinguished himself as a very able lawyer. In 1887, followed his appointment as Fellow of the University.

Dr. Wordsworth, the former Principal of the Elphinstone College, is said to have taken special interest in the young student, while the latter looked up to his beloved teacher with a veneration so befitting that age. Their acquaintance developed gradually into real friendship which became of the greatest value to young Mr. Chandavarkar just at the beginning of his public career. Such a friendship is an ornament to the teacher on the one side and an invaluable safeguard to the student on the other. Too often teacher and

student are separated before they can enter into more intimate relations, and this is one of the reasons why such friendships are so rare in our days. I wish for every student such a devoted teacher and for every teacher or professor a pupil worthy of his friendship. Perhaps the secret of Mr. Chandavarkar's success lies just in this friendship of his Principal at his start in life. The principles were then formed, the vision then cleared, and the character then moulded which now adorn the man.

Our Mahomedan friends in Bombay have during the past month been interesting themselves in the subject of female education in which, on account of their purdah-system, they cannot make that progress which many of them perhaps would like to see brought about. It is indeed a problem; but it is gratifying to note that they mean to give their daughters at least some school education. At a meeting of the Anjuman-I-Khadim-I-Islam Association on July 11th, Mr. Shaik Mahomed Ebrahim Saheb demanded in his address that "the females ought to be educated in the first instance in religious knowledge and instructed in other branches such as primary education, in Urdu Art Work, embroidery, tailoring, and household affairs; that the girls should be educated at home after the age of nine or ten years instead of being sent to school." He was followed by Kazi Mahomed Ali Murgay Saheb, who supported these views, but rather on their negative side, in contending that the girls should not be educated much, while the Mahomedan youths should receive a higher education, a thing to which the Mahomedan community should give all their attention.

There have been some strange rumours abroad regarding the attitude of Government towards the Deccan Education Society and the two institutions under its care, the Fergusson College, and the new English school, which are 'aided' institutions. As several of the professors and teachers have lately in public speeches and writings betrayed disaffection to the British Government,

some people have been surmising that Government would withdraw its grant, and one paper even announced the fact that it had done so. I am, however, in the position to state that nothing of this kind has been done by the Bombay Government as yet. Of course, I do not know what may be done yet, and it would not be at all anomalous if Government did withdraw its grants; on the contrary, I rather think that Government would, in spite of all its liberality in dealing with such questions, be doing only the proper thing in a case like this. We have to consider that these institutions are employing teachers who are likely to wield a pernicious influence and imbue their pupils with their own political views. And what is easier than that? It would not be even necessary for them to say a word to their pupils in class or in ordinary conversation; it is enough for the latter to know that their teachers are the editors of a paper and that such and such views have been expressed in its columns, and the natural result will be that the students look up to their professors as heroes and adopt their views wholesale.

It was from this point of view that Principal Selby of the Deccan (Government) College, who up to last month had been also chairman of the Council of the abovementioned Deccan Education Society, demanded that the services of two professors who edited the *Sudharak* conjointly should be dispensed with, because very strong language against the Plague regulations and the British rule was used in the columns of this paper. In the alternative, Mr. Selby thought he, as an Englishman and a servant of Government, could not remain the chairman of a Society that would continue these two gentlemen in their employment as instructors of British subjects. For a while the attitude of Mr. Gokhale, also a professor of the Fergusson College, seemed to enhance the seriousness of the situation; as he has, however, offered a full apology to His Excellency the Governor, this latter complication has

happily been removed. In regard to the other two gentlemen, the matter remains still unsettled, as the Society has not yet moved in the matter beyond asking Mr. Selby whether he would not be satisfied if they were more leniently dealt with. Mr. Selby has, in consequence, asked three friends, also members of the Council of the Deccan Education Society and gentlemen in high position and great esteem with the public, to propose such a settlement as they may think acceptable to Mr. Selby. I do not know what the ultimate result will be, but I cannot help taking the part of Mr. Selby who, in my opinion, is demanding a very reasonable thing in the interests of education, society, and the British Government. It is a dangerous thing for our public schools and colleges to become the foster-mothers (*almæ maters*) of sedition instead of learning and culture, and rather than let them become that, a few individuals must suffer who do not know how to make use of their sacred opportunities and mistake their great responsibilities as educators of the young.

OUR CALCUTTA LETTER.

CALCUTTA, August 1897.

While the political atmosphere is so full of sensational rumours and reports of startling events, it is a comfort to muse on the affairs of our University. It is so delightfully calm and placid. There is nothing to disturb its halcyon stillness. A stranger, or an outsider, might, if he chose, characterise this state as that quiescent sleep from which there is no awakening. But a close observer would find it otherwise. It is rather a delicious state, a half-sleepy, half-dreamy sort of existence on the borderlands of Life and Death—not altogether devoid of all activity, but shorn of all the beauty and harmony that make up the music of life. To be a little clearer by changing the metaphor—he would find that instead of being the smooth flow that brings bounty and fertility to the soil, it trans-

forms itself, except on rare occasions, into a stagnant pool where, however, the keenest form of insect-competition is often visible.

But these are none of my own views, you may depend upon it. I imagine a spectator looking from outside into the affairs of our University. As for me, I am a plain, blunt man who can speak without fear of consequences, but not when my *alma mater* is concerned. There I strictly follow the ancient Hindoo saw which I roughly translate as follows:—

Speak the truth and speak it ever,
But not when it hurts your neighbour.

I do not know what the ancient Hindoo sages meant by this injunction. It must have been laid down with a view to check the abuses of the power of free criticism. Whatever their intention, it ought surely to be an effective check upon many a prurient mouth that calumniate such an useful institution as our University. Dear old *alma mater*, with all thy faults I love thee still, and fain would I so render the words of the adage as to be a shield unto thee for ever.

But sentiments are perhaps out of place in a letter like this. Readers of the *Educational Review* may with justice demand "facts," and to facts I will proceed without further delay.

A meeting of the Senate was held on Saturday, the 25th ultimo, to consider the recommendation of the Syndicate that the Honorary Degree of Doctor in the Faculty of Law be conferred on Babu Mohendro Lal Sircar, C.I.E., M.D., as his eminent position and intellectual attainments render him a fitting recipient of the honour. The Very Rev. Father Lafont, S.J., recounted in eloquent terms the valuable services of the Doctor in the spread and popularisation of scientific education in India, adding that if Dr. Sircar had devoted his time to the practice of medicine he would have been a rich man; but instead of that he had striven hard, in the face of almost insurmountable obstacles and with immense sacrifice of time and money, to create a taste for

scientific studies among the masses of Indian students. This is true even to the letter. Dr. Sircar has, indeed, spent the best part of his life in performing what would appear to ordinary people a thankless task. In a country like India he could never look forward to that honour and affluence which wait upon literary and scientific men in the West. Still he has toiled for years in the cause of education with a zeal and disinterestedness which is unique. It is to be wondered that these eminent achievements of Dr. Sircar could so long have remained unrecognised by the University, and, what is more, that when the question of conferring the distinction was at last raised, it was his own countrymen who were found sadly lacking in warmth and enthusiasm to advocate the measure. Some of the most regular members of the Syndicate were conspicuous by their absence!

This fact raises the most melancholy reflections. Is this to be the stamp of the Bengali character all along? The question is not whether an individual is to be decorated with the title of LL.D. or not. It is a question of character. Are we always to be the lot of *nil admirari* people, that we are? When shall we learn to appreciate the worth of our own men? Must the Indian genius have always to win a European reputation before he can claim a hearing from his own countrymen? Or, must the Indian educationist for the matter of that pine away under apathy and indifference till the European workers in the field give him the honour and recognition that is his due? Indeed, this is invariably the case here. Dr. Sircar's case only furnishes an instance in point.

Father Lafont in his eloquent speech made a passing remark which was singularly opportune. He referred to the inappropriateness of conferring the Degree of Doctor in Law on a scientific man of Dr. Sircar's type. *Apropos* of this need of instituting a Degree of Doctor in Science, the Syndicate has lately been contemplating some

very important measures. It appears that so far back as August 1894, a committee was appointed by the Faculty of Arts to consider a memorandum from Mr. A. Pedler, F.R.S., and Dr. P. K. Roy on the position of Science in the scheme of University education in Bengal and the necessity of instituting degrees in Science. The committee, composed of Father E. Lafont, S.J., Mr. J. H. Gilliland, Babu Kali Charan Banerjee, Rev. K. S. Macdonald, Justice Gurnu Das Banerjee, and Babu Ashutosh Mukhopadhyay, have now submitted their report, stating that it is desirable to institute the Degrees of Doctor in Science and Doctor in Literature for the encouragement of original research, and recommending a number of draft regulations to be adopted for the purpose. I subjoin the latter as they may prove eminently interesting to your readers:—

DRAFT REGULATIONS. Doctor in Science.

1. Any M.A. of the University of Calcutta who has been elected to a Premchand Roychand Studentship upon the result of an examination in any two of the following subjects, may become a candidate for the Degree of Doctor in Science after the expiry of two years from the date of his election to the Studentship:—

- (a) Pure Mathematics.
- (b) Mixed Mathematics.
- (c) Inorganic Chemistry and Chemical Technology.
- (d) Organic Chemistry.
- (e) Electricity, Magnetism and Sound.
- (f) Heat, Molecular Physics, and Physical Optics.
- (g) Botany.
- (h) Physiology and Zoology.
- (i) Geology and Mineralogy.
- (j) Logic and Mental Philosophy, including History of Philosophy, both European and Indian.
- (k) Natural Theology and Moral Philosophy, including History of Philosophy, both European and Indian.

2. Any M.A. of the University of Calcutta who has not been elected to a Premchand Roychand Studentship, may, upon payment of a fee of Rs. 50, be admitted to the Studentship Examination in any

two of the subjects mentioned in para. 1, and shall, upon his satisfying the Examiners that he possesses a competent knowledge of the subjects of the examination, receive a certificate stating that he is qualified to be a candidate for the Degree of Doctor in Science, but he shall not be entitled to present himself as a candidate for the Degree within two years from the date of the certificate.

3. Every person who becomes a candidate for the Degree of Doctor in Science under either of the preceding paragraphs, shall submit one or more theses, embodying the result of original investigation or work in the subject or subjects in which he has passed the examination. The Syndicate shall obtain the opinion of experts upon the theses submitted, and if they appear to be sufficiently meritorious shall declare that the candidate is qualified for the Degree of Doctor in Science.

4. No candidate shall be admitted to the Degree unless he produced a certificate by two Members of the Faculty of Arts, or by two Doctors in Science, testifying, to the satisfaction of the Syndicate, that he is in habits and character a fit and proper person for the Degree of Doctor.

5. A fee of one hundred rupees shall be payable for the Degree of Doctor in Science. No candidate shall be admitted to the Degree unless he shall have previously paid this fee to the Registrar.

6. Every successful candidate for the Degree must print his theses and present six copies thereof to the University Library.

Doctor in Literature.

1. Any M.A. of the University of Calcutta who has been elected to a Premchand Roychand Studentship upon the result of an examination in any two of the following subjects, may become a candidate for the Degree of Doctor in Literature after the expiry of two years from the date of his election to the Studentship:—

- (a) English.
- (b) Sanskrit.
- (c) Greek.
- (d) Latin.
- (e) Arabic.
- (f) Comparative Philology, Palaeography and Epigraphy.

(g) History, Political Economy and Political Philosophy.

N.B.—The rest are all on the same plan with the foregoing regulations for the Degree of Doctor in Science.

The institution, so far as I am aware, will be the first of its kind in India. But it is by no means to be the only one. For, another scheme has already been suggested for the institution of the B.Sc., M.Sc., and D.Sc. Degrees in Geology. Sometime ago Mr. C. L. Griesbach, C.I.E., Superintendent of the Geological Survey of India, expressed his disapproval of the present geological course as not fitting men for practical geological work. This led the Government to request him to propose a revision of the course so as to ensure that successful students in that course may be competent for employment as geologists (whether private or public), so far as competence can be tested by examinations. A proposal for a revised standard in Geology for the B.A. Examination was accordingly submitted to Government and referred to the Syndicate for consideration. Now it was found highly desirable by that body to meet the wishes of the Government of India in this matter. For inaction would practically have resulted in cutting off the possibility of any students of the Calcutta University being offered geological appointments by the Government of India or even by outside public bodies. Such a result would indeed have been lamentable. To prevent this the then Registrar of the University, Mr. Pedler, formed a plan for including Mr. Griesbach's proposals in a scheme for the institution of the B.Sc., M.Sc., and D.Sc. Degrees in Geology. In submitting the scheme, the main clauses of which are given below, Mr. Pedler observed: "as mining, geological work, &c., are bound to advance in India with very rapid strides, unless we are prepared to institute degrees which will ensure a thorough geological training as put forward by Mr. Griesbach, and examinations for the thorough testing of such knowledge, we shall run the grave risk of exclud-

ing all students in Bengal, &c., from competing for such work and such appointments."

According to the scheme, any B.A. of this University who has taken his Degree in the B or Science course, and has obtained Honours in the subjects of Mathematics and Physics and Chemistry, may be admitted to the B.Sc. examination to be held annually in Calcutta, provided he has prosecuted a regular course of study in an affiliated institution for one year after passing the B.A. examination. The following is a list of the subjects in which the candidate shall be examined:—

- A. Physiology, Botany and Zoology.
- B. Physical Geography.
- C. Geology, including—
 - (a) Physical Geology, Elementary Petrology, Dynamics of the earth's crust, Structural Geology, and
 - (b) Mineralogy.
- D. Geodesy.

An examination for the Degree of Master in Science shall also be held annually in Calcutta. Any candidate who has passed the B.Sc. examination in Geology may be admitted to this examination. It shall consist partly of written papers and partly of a practical examination, and shall be held in the following subjects:—

- (a) Geology, stratigraphical.
- (b) Palæontology.
- (c) Petrology.

In (b) and (c) the examination shall be conducted in the Laboratory and in the Museum as well as by written papers.

The regulations for the Degree of D.Sc. in Geology are as follow:—

1. Candidates desiring to appear at the Degree of D.Sc. in Geology shall perform special work and original enquiries in Laboratory, Museum and Field. They may be attached to the parties of the Geological Survey of India, or be employed in any other work in which practical geological work is an essential part of their occupation.

2. No candidate shall be admitted to the examination for the Degree of Doctor of Science, in Geology until after the expiration of two academical years from the time of his passing the examination for Master of Science in Geology.

3. A candidate for the Degree of Doctor of Science in Geology shall select some one section or branch of Geological Science. With his application to appear at the examination, he shall transmit an original Dissertation or Thesis treating scientifically some special department of the subject selected by him, embodying the result of independent research, or showing evidence of his own work, whether based on the discovery of new facts observed by himself, or of new relations of facts observed by others, or generally tending to the advancement of Science. The Dissertation or Thesis shall have been written in view of candidature, or shall have been published within the two academical years immediately preceding. The Thesis, after it is approved, must be published by the candidate before he can be entitled to his Degree, and twelve copies of the Thesis when printed must be supplied to the University.

4. Every candidate may further specify any printed contribution or contributions to the advancement of Geological Science, which he has at any time previously published, and every contribution so specified and submitted shall be considered and taken as part of his qualification for the degree.

5. If the Dissertation or Thesis be approved by the Examiners, the candidate shall be required to present himself at the University upon such day or days as may be notified to him, and shall, at the discretion of the Examiners, be further tested, either orally or practically, or by printed questions, or by all of these methods, and with special reference to his Dissertation or Thesis, and on the Examiners reporting that the original work submitted by the candidate and the knowledge shown in the subject during the examinations is equal to the required standard, the candidate shall receive the Degree of Doctor of Science in Geology.

* But we have had too much of Degrees. I must wind up here, or else your readers will accuse me of straining at another, viz., the Superlative Degree in Epistolography.

CONTEMPORARY EDUCATIONAL PERIODICALS.

The July number of the *Journal of Education* (London) opens as usual with short comments on current questions, the most important of them in this number being the new Secondary Education Bill, the Voluntary School Bill, the scheme for the organization of Secondary Education put forward by the Incorporated Associa-

tion of Headmasters, the recent suicide of a Haileybury boy in consequence of continuous "ragging," the Jubilee honours conferred on men in the Educational Department, and the resolution of the Headmasters' Conference against a separate University for women.

In his third and last lecture on "An Outline of some Modern movements in Education," Professor Rein, of Jena, discusses how the means of instruction are to be organised, in order to make the instruction creative of interest and thus educative. An answer to this question necessitates the consideration of the theory of the curriculum. A really scientific theory of the curriculum ought to be based upon the conception of interest, and not upon the principle that as many as possible of the studies of the Universities shall be included in the curricula of the schools. Interest depends not upon quantity, but on quality. By what principle then is the teacher to be guided in the choice of material and the order of its arrangement? Certainly by the historical-genetic principle, namely, that instruction, in order to be effective, must repeat the process of human civilization, and therefore the material of instruction must be connected with the course of development that the people has itself taken. This principle receives strong support from the biological principle, that ontogeny or the development of the individual corresponds in a certain manner with phylogeny or the development of the race. Professor Rein is here in perfect accord with Professor Dewey, who, in a recent number of the *American Educational Review*, laid stress on the advantages of the psychological method in the arrangement of school curricula over the logical method which is in vogue in all schools. A scientific method of instruction can have its due effect only when combined with the right curriculum, and this must therefore always form the chief consideration, and must comprise the necessary material for the intellectual development of youth. We obtain a comprehensive view of this material by first analysing the circle of ideas of educated men, and then considering what elements of culture have been accumulated in the course of the work of civilization. An analysis of the circle of ideas leads us to divide the curriculum into two great divisions: the humanistic subjects for the cultivation of the disposition and the character, the scientific subjects for the expression of the character in action. Side by side with the care for the mind, there must be care for the body, and this must be provided by suitable gymnastics and games. This third group has also an important connection

with the formation of character. With reference to the method of instruction, that instruction alone will be effective which imitates the natural process in the formation of ideas, that is, which, as Kant said, proceeds from observation (*Anschauung*) to idea (*Begriff*) or, as Herbart put it, from apperception to abstraction.

Mr. H. Courthope Bowen discusses in an able article the use and abuse of object lessons. The purposes for which concrete objects have been introduced into teaching are (1) to render vivid and intelligible the subject matter of books and spoken language; (2) to impart a vocabulary intelligently and give pupils something to talk about; (3) to provide something about which the pupil may gain personally some knowledge; and (4) to provide exercise to the mind and thus produce mental development. The aim of an object lesson must be observation *plus* something else, as observation alone is never for very long interesting to children. The lessons of observation must always serve to arouse, sustain and direct the pupil's own spontaneous activity. With observation we must couple something springing from the results of the observation, such as classification, simple inference as to cause and effect and simple constructive imagination.

Mr. H. Bompas Smith gives, in a somewhat long article headed "The Moral training of the School-boy," an outline of some of the ways of remedying what appears to him some defects in the present system of moral training. His views on the lines on which any reforms in the school system should proceed are summed up in the following words:—

"Education has been well described as 'the means which a nation, with more or less consciousness, takes for bringing up its citizens to maintain the tradition of national character.' As such it varies from age to age, and is the expression, often unconscious, of the phases of ethical feeling through which the nation passes, and ~~reflects~~ however imperfectly, the growth of the nation's moral ideal. In our own times, probably the most important change in this ideal has been the more complete recognition of the importance of active usefulness. This is seen in the many efforts made to improve the condition of the less favoured members of the community, and in the interest almost universally taken in the various problems connected with social reform: it is seen also in the increasing tendency to lay stress on practice rather than on doctrine, and to demand that a man's faith shall be justified by his works. But this ethical movement,

while it has affected almost all departments of life, has hitherto chiefly affected our schools by the increase of the moral earnestness of the masters as individuals: it has had little effect upon the system of education as a whole. Now, though all moral energy is ultimately propagated from person to person, yet such energy finds its natural expression in the external arrangements under which the intercourse of one person with another is carried on. It seems, therefore, both desirable and in accordance with the nature of things that any reforms in our school system which could tend to make this spread of moral energy less difficult should, at any rate, be attempted. Such reforms are the natural expression of the ethical temper of our times."

Besides these there are short articles on "Tom Jones as a safe novel," "French Teachers visiting London," "New French at Auld Reekie" and a long article on "The Origin of Roman and Modern Greek" by Professor Ch. Bagatos.

The leading articles in the July number of the *Educational Times* (London) are devoted to the International and Technical Congress and Secondary Organization. In commenting upon the subjects discussed at the Congress, it is pointed out that "no branch of English education stands in greater need of careful attention and development than that of commercial specialization in school and institute."

The notes as usual are brief comments on current topics, such as the inquiry instituted into the circumstances attending the suicide of the Haileybury boy, the gift of £15,000 by the Drapers' Company to the University of Oxford for a new Radcliffe Library, the success of St. Paul's at Cambridge, the report of the recent committee on Science and Art Grants, &c.

The only article of interest is the paper by Dr. Wormell on "The claims of individuality in education" read before the College of Preceptors. The writer contends that, as the prosperity of a country depends upon the extent to which individual differences and individual tastes, talents and powers are developed, the school system should provide, be so elastic as to provide, the training which will bring the special powers of the genius to the highest state of excellence, and the schoolmaster should endeavour to detect the potential genius, that he may be brought within the proper influences. Dr. Wormell advocates two kinds of elasticity, the first secured by dividing the work of education amongst schools of different types and grades, and the second by permitting the customs, methods, and

courses of each school to take account of individual needs and conditions.

The *Practical Teacher* for July maintains the prestige of the journal in every way. All its sections are full of interesting and educative matter. The present number contains descriptions of a number of places worth visiting during the summer holidays and devotes some space to co-operative travel.

Reviews and Notices.

Foreign Statesman Series:—(1) *Maria Theresa*, by REV. J. FRANCK BRIGHT, D.D., Master of University College, Oxford; (2) *Joseph II.*, by REV. J. FRANCK BRIGHT, D.D. London and Bombay, Macmillan & Co., 1897.

The Master of University College, Oxford, is not a popular writer at the best. His *History of England* is a solid piece of work, invaluable to the student, though not such as to commend itself to the ordinary reader. The same may be said of the two books before us. The War of Succession and the Seven Years' War and the mass of diplomatic intrigues connected with them cannot afford material for pleasant reading. Considering the titles of the books there is too little of the personal narrative running through them. Both the Empress and her son were characterised by marked individuality, and it is this individuality which Dr. Bright fails to make the most of in our opinion. It is not until we reach the last chapter of the volume on Maria Theresa that any attempt is made to depict the Empress as she was as a woman and as she lived and thought. The greater part of the book is devoted to the mere History of Austria, and the noble woman to whose keeping the empire was committed scarcely appears as the central figure round which the history moves. Yet the chapter devoted to "Domestic affairs" shows that Mr. Bright has the making of the picturesque historian. What we have said with regard to Maria Theresa applies with even greater force to her son Joseph and to the Minister Kaunitz. In all other respects the two books are admirable. Dr. Bright displays a rare insight into the condition of Europe at the middle of the eighteenth century. He evidently is one of the school of political scientists who recognise the French Revolution, not as an event marking the commencement of a new epoch, but as a period which illustrated to an intense degree principles which had already long been acknowledged, in England in practice, in Europe in theory. We quote the following passage as a specimen of Dr. Bright's style at his best, and as an example of his firm grasp of the bearings of the history of the time:—

"From the period of conflict which had followed the break-up of the systems of the middle ages Europe had emerged in a form which for the moment seemed likely to be permanent. The monarchical principle had at all

events made good its position. It had indeed acquired additional strength; incongruous groupings of territories and their inhabitants had been formed into kingdoms with no true point of union except in their ruler. Monarchy had assumed an attitude of proprietorship closely analogous to that of an owner of freehold property. But the spirit of criticism which had acted as a solvent upon the old arrangements of Europe had by no means spent its force. Monarchy itself was upon its trial. Political Philosophy had already begun to question the sources of royal power, and in England at all events the right of the nation to a voice in its own affairs had been recognised. It remained to be seen whether the despotic kings of Europe would be compelled, with or without convulsion, to share their powers with their subjects, or whether they could justify their position by securing the good government of their people. It was during the last half of the eighteenth century that this question was tried. Before the flood of the French Revolution, which was in its essence only the exaggerated triumph of principles already acknowledged in England, swept resistlessly over Europe, a brief space was allowed for the effort of the crowned heads to show, by wise and sympathetic reforms, that they were worthy of the place they held * * * * * The feeling of what we should now call nationality had scarcely as yet found utterance. The politics of Europe still rested on the principle of the balance of power, and that balance was still in a large degree personal. It was a balance of sovereigns rather than of peoples."

Very pathetic is the picture Dr. Bright draws of Maria Theresa towards the end of her life when she was brought under the impetuous influence of her son and of the temporising policy of her minister. She was of a highly sensitive temperament, and was often compelled to act otherwise than her own scruples dictated. Her old courage gave place to timidity and self-questioning. Many of the reforms of her son were utterly distasteful to her, and yet in spite of her predilections she felt bound to acknowledge there was much of good in measures with which on the whole she was utterly out of sympathy. After her death Joseph was free to carry out his benevolent reforms as completely as he wished, and Dr. Bright's account of those reforms constitutes one of the best parts of the work. The sources of information at the disposal of Dr. Bright have enabled him to place Joseph II in a true light. On paper the reforms of Joseph read well. "Equal justice, intellectual freedom, religious toleration, to be enjoyed equally by all good subjects of the State, under the protecting shadow of a sovereign of unquestionable authority, who regarded himself, however, only as the responsible servant of his people and devoted solely to their welfare; this was the ideal which he set before himself and that of the State." The causes which led to the comparative failure of his attempt are clearly shown by Dr. Bright. The work that Joseph really accomplished it has been possible only of late to properly estimate. In the concluding words of Mr. Bright, "that feudal Austria, full of the worn-out relics of the Middle Ages, has become an empire not unfitted to hold a forward place in the society of modern times, is chiefly due to the legislation of Joseph."

Professor Meiklejohn's Series:—(1) *A Short English Grammar*, published by ALFRED M. HOLDEN, London, 1897. Price, 1s. (2) *A Short Geography*. (3) *Spelling Book, with Side Lights from History*.

1. *The Grammar*.—This is evidently intended to be put into the hands of learners in the Lower Forms. It is summarized from Meiklejohn's Grammar, the definitions being put in simpler language and shorter terms. "Hence, there are two kinds of verbs: Passing-over and Not-passing-over." The mapping-out of parts of speech is frequently done by means of straight lines. "A preposition is a noun-connecting word." "A conjunction is a sentence-joining word." These definitions are clear and short. Speaking of verbs taking two objectives, the author adds a caution. "IV. Caution! But, in the sentence, he was made their leader, the noun leader is not a retained object, it is the nominative after *was made*, which is a verb like *become*, *seem*, &c. &c." In Rule XXXIII in syntax of his larger Grammar, the Professor inserts *make* among verbs taking two objectives. Why *leader* in the sentence above should not be taken to be an objective is not apparent. The mapping-out of the complex sentence is exhibited in white letters on black background. Enlargements of the noun and of the verb are each one item less than in Meiklejohn's, the enlargements by the gerundial infinitive in the one and by the absolute infinitive in the other case being left out. The omission looks right, the enlargements being instances of what Bain calls contracted sentences. The book is suitable for the Lower Forms. It would have been an advantage, if these Forms had been denoted upon the outside cover. Suitable exercises are given under each rule in syntax, in fact, throughout.

2. *The Geography*.—This book, as well as its fellows, is divided into Lessons, for setting to school-boys. Very easy language is used. "The trade of India is very large. She sells £30 million worth of goods to Great Britain every year." "The West coast of Norway is warmed by the Gulf Stream; and its harbours are never frozen. The winters are cold and rainy. There is a short hot summer. The chief industries are fishing and forestry." Maps of continents are printed in the body of the book, heights of surfaces above the sea being graded by thick lines drawn upon each surface. Important localities, for example the manufacturing districts of England, are separately mapped here and there; the comparative statement of continents and oceans as to size is arranged in sectors of a circle. A last chapter is added on the British Empire and its commerce. "The United Kingdom possesses about 18,000 vessels in her merchant navy. Of these 6600 are steam-ships." Interesting facts are stated under each name.

3. *The Spelling Book*.—The learner being 'obliged to regard each separate word as an individual entity,' attempts are made in separate lessons to collocate words exhibiting same vowel and consonant sounds in different spellings. These lessons are followed by 15 spelling rules. Historical notes on the Eng-

lish language are added to show their bearings on English spelling. "The 1,000 words of the most difficult spellings selected from examination papers" given at the end of the book would make a proper study to advanced college students.

Clevely Sahib, by HERBERT HAYNES. Thomas Nelson & Sons, London, 1897.

The regrettable incidents of the insurrection of Kabul in 1841 and the subsequent retreat of the British forces from Kabul afford the writer ample material for his realistic story. The author is guilty of taking but very few liberties with the historical narrative; so the youthful reader will have but little to unlearn. As for the story itself it would be difficult to surpass the dramatic power which the writer throws into the thrilling narrative. Read in the pages of an ordinary text-book of history the incidents are such as to strongly appeal to the imagination and the tender feelings; but worked up as they are, by Mr. Haynes, into a connected and personal account by one who is supposed to have been an actor in the different scenes, the story is almost harrowing. The style is rather unequal in places, here and there being somewhat stilted and crude, but in places holding the reader wrapt and engrossed. As a specimen of Mr. Haynes' style at his best, we give the following vivid description of the moment when the British forces was on the point of leaving Kabul:—

"The scene was weirdly impressive. On the ground the snow lay thick; from the sky the flakes continued to fall without intermission; the huge hills in the distance were white-topped; it was a typical Afghan day in winter. Behind us lay the camp and the city from the latter of which poured forth an unending stream of awarthy natives brandishing their weapons, gesticulating wildly, uttering threats of vengeance, eager for blood and plunder.

In front loomed the stupendous heights through whose narrow, tortuous defiles we must thread our way for many weary miles ere yet we could get dream of safety.

I gazed at the motley procession toiling painfully, even in the first few steps, and my last hope fled. We were no more an army, but a disorganised mob with only the semblance of discipline, and every face told the same story of physical suffering and mental unrest.

A pitiable sight truly; a huge unwieldy throng of men and animals, of feeble women and innocent children, going forth to die.

The progress made was wretchedly slow, so slow that for hours we seemed at a standstill and ever the crowd of Afghans grew denser, and their gestures more menacing.

The few illustrations are well executed. It strikes us that in works of this kind, based on historic facts, it would be advisable to give a short introductory chapter containing a clear and concise outline of the events alluded to in the main body of the work. This might be accompanied by a map on a large scale of the locality where the events occurred.

The eager reader might possibly prefer to 'skip' this chapter on his first taking up the book, but we are confident that he would return to it after his longing to get at the story had been satisfied.

Lessons in Elementary Practical Physics—Stewart and Gee Series, Vol. III, Part I. Practical Acoustics, by C. L. BAINES, M.A., F.C.S. Macmillan & Co., Limited, London, 1897.

Students of physics have been long awaiting the publication of the third volume of Stewart and Gee's Elementary Lessons in Practical Physics. The lamented death of the former and the appointment of the latter to a new office have been the causes of the delay, and have led to the entrusting of different parts of the third volume to different coadjutors. In the book before us we have the first instalment of the third volume, and the preface to it informs us that the portion on Heat is in preparation by the General Editor, who, we believe, is Mr. Gee, and that the last part dealing with Light will appear later.

In the first two volumes of the book the distinguishing feature is the wealth of quantitative experiments. In the volume under review this feature is lacking owing to the nature of the subject dealt with. It however possesses one advantage over the other volumes. Its plan is such that it can be used in the laboratory as well as in the lecture room, while the previous volumes will be found useful in the laboratory by those who have already mastered the elements of the subjects treated of in them from other sources.

In preparing this volume on Practical Acoustics, Mr. Baines has done the work entrusted to him so well that we can describe his book as the best elementary text-book in the English language on Acoustics. The information contained in the book, especially on the experimental side of the subject, is full and up to date. The references to the sources from which the information is taken are always given so that the reader may supplement his knowledge if he has a library at command. Many of the figures are original, and some will be familiar to those acquainted with the catalogue of acoustical apparatus published by the well-known acoustician and acoustical instrument-maker of Paris, Dr. Koenig. Some may desire a fuller and more mathematical treatment of the theoretical side of the subject, but to such there are the well-known works of Donkin and Rayleigh. We heartily recommend the book to all teachers and students of physics, and congratulate both the author and the publishers on the excellent work they have been able to produce.

Micah Clarke, by A. CONAN DOYLE. Longmans, Green & Co., Bombay, 1897.

Messrs. Longmans have included *Micah Clarke* in the "Indian University Texts," and we may add that the book has been prescribed by the Madras University. There is no need for us to comment on the merits

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of a work which has been so cordially received by the public. Whether the work is altogether suitable for Indian students is another thing. The story being written in connection with the Duke of Monmouth's rebellion, an event of two hundred years ago, there are necessarily not a few antiquated expressions as well as local allusions to which the Indian student must find himself a stranger, and to which, in our opinion, he would be none the worse if he remained a stranger. It is very desirable that the University should prescribe standard works of fiction, but the more modern the subjects of these are the better, if the object is to make the student acquainted with English "as she is spoken." The accompanying introduction and notes leave little to be desired. The editor very properly draws the attention of the student to departures from historical accuracy which are the privilege of writers of fiction, while he warns the student, who is not well acquainted with English history, against the author's favourable estimate of the supporters of Monmouth. The notes are written for Indian students and therefore justifiably contain explanations which the average English student would deem superfluous. Still the following may be taken as samples of unnecessary annotations even with the Indian student alone in view: miniature, 'representation on a small scale'; Koran, 'sacred book of the Mahomedans.'

Kanijasastra in Kanarese, by Mr. B. N. DASAPA, B.A., Lecturer in His Highness the Maharaja's College, Mysore. Printed by Graduates' Trading Association, Mysore.

The book is on minerals, on mine produce, metals and non-metals. The Mysore Government have already had published books on animals and on vegetable products. The present book supplies object lessons on what had been omitted. The Kanarese prose style used is suited to the capacity of the young. A plain description is given under each produce. We could have wished for a page of instructions to the teacher that the latter should keep a small collection of the minerals in his school and that some qualities of each should be elicited from the learners. On the title page, too, the English names could have been advantageously inserted. A final sheet might have been added to show the mineral produce of the Mysore province and its industries, if any. The gold industry now developing in Mysore is sufficiently described. A geological map of Mysore is yet a desideratum. The mineral resources of the Province have not yet been completely examined or made known to the public. Much interesting information, however, is given on the subject by Mr. Dasapa.

On the World's Roof, by J. MACDONALD OXLEY, 2nd Edition, Nisbet & Co., London, 1897.

The excellent illustrations by Charles Whymper form a striking feature of this book; our only complaint is that they are all too few. The story is one of a young Englishman—Kent Stannard—who returns

to India from England where he had been at school since his eighth year. His father, Mr. Stannard, is an official high up in the service who seeks relaxation by an excursion into Kashmir, the Himalayas, and Chinese Thibet. The story is based on the adventures which result from this excursion of the father and son into the regions of the 'World's Roof.' There is really no plot, while the style is simplicity itself, though by no means devoid of literary skill. It will thus be seen that the book is well suited for young people whose love for the romantic and whose knowledge of a little known district may be enlarged by its perusal. The publishers, Messrs. Nisbet and Co., have dressed up the book in the best possible garb, and rendered it a gift book well calculated to arouse the pleasure of its recipients.

Macmillan's *Geographical Readers, Books III and V.* Price 1s. 6d.

Geography is a lesson that many children fail to appreciate, but parts of these Readers are as interesting as any story book, and the rest is so well written that the Geography lesson need never again be found dull.

Most of the illustrations are good and suggestive and will be sure to impress themselves firmly on children's minds; take, for example, those in the Third Reader of St. Paul's Cathedral, the Campanian and a L. and N. W. Railway engine as compared with the little old "Rocket." Unfortunately some of them are far from excellent, especially in Book V, the best there being undoubtedly that of the North Cape, which gives a good idea of the bleak and rugged appearance of that promontory.

Macmillan's "Official" Writing Charts, No. 4.

This is an excellent copy of a good, bold upright hand, and is exceedingly useful for teaching writing.

THE MADRAS TEACHERS' GUILD.

Teachers wanted.

1. A European or Eurasian B.A. for a Mofussil European College.
2. Two trained B.A.'s or L.T.'s eligible for the third class (Physics or Mathematics) for Mofussil schools.
3. A trained Christian F.A.
4. Three trained Christian Matriculates for Mofussil.
5. A Telugu trained Matriculate.
6. A Christian B.A. trained (Physics).

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2. An untrained Sanskrit Physics B.A.

3. An F.A. (B.A., Language Branch) with untrained Teachers' Certificate (Tamil).

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5. An untrained F.A. (B.A., Tamil, with ordinary certificate exempted).

6. A Physics B.A., L.T. (Tamil).

7. A Matric with First-class Normal Certificate.

8. A B.A., Philosophy and Tamil, drawing grant. Headmaster or College Assistant (Christian).

9. A Mathematics B.A., L.T. (Christian).

10. A History B.A. (Latin, Urdu), untrained Eurasian.

11. A trained Certificated Mathematics B.A.

12. A Sanskrit Chemistry (Tamil) B.A., untrained.

13. An untrained Certificated B.A., Mathematics (Tamil).

14. A Philosophy graduate (Christian) capable of teaching Mathematics.

15. A B.A. (Tamil and Philosophy), trained, passed L.T. (theoretical).

S. SATTHIANADHAN,

Registrar, Teachers' Guild, Royapettah, Madras.

Educational Intelligence.

MADRAS.

MR. G. SUBRAMANIA IYER, the Editor of the *Hindu*, has been made a member of the Royal Asiatic Society.

THE Zemindar of Kallikota has given to the Kallikota College, Berhampore, of a munificent gift a sum of one lakh of rupees.

SUB-ASSISTANT INSPECTORS of Mahomedan Schools in charge of Mahomedan ranges have been exempted from passing in a Vernacular language under the notification regulating Sub-Assistants' Tests.

A MEETING of the Teachers of the Lower Secondary and Training schools and the Inspecting Schoolmasters of Badagara was held on the 5th of July last, when a Teachers' Association for Badagara was organised.

THE following gentlemen have offered themselves as candidates for Fellowship in the Madras University:—Mr. Thyagaroya Chetty, B.A., Municipal Coun-

cillor and Trustee of Pachiyappah's Charities; Mr. G. Subramania Iyer, B.A., the Editor of the *Hindu*; and Mr. Rajagopala Charlu, B.A., B.L.

THE annual prize distribution of the Madras Medical College took place on the 2nd instant. The Principal, after reading the report of the Session, 1896-97, proceeded to distribute the medals and certificates of honor to various students. The ceremony was brought to a close by the Principal wishing the students every success in their future career. Three cheers were given to the Principal and the other professors who were present on the occasion.

THE Members of the Madras Teachers' Guild paid a visit to the Biological Laboratory of the Presidency College, at 4 P.M., on the 7th instant, when Dr. Bourne, F.R.S., gave demonstrations on (1) the functions of the nerves, the spinal cord and the brain, and (2) the fertilization of orchids. He also exhibited models, instruments, and specimens connected with Biology, Geology and Botany. The members spent a happy hour in the laboratory.

THE *Mysore Gazette* of the 29th July announces that five scholarships are to be awarded this year to students desiring to be trained in the native medical treatment. Candidates will have to express their willingness to attend the Indigenous Hospital at Mysore for training. Preference will be given to sons and relations of native Physicians. If the Mysore Government goes towards putting native medicine on strict professional lines, much good may have been achieved.

THE grievances of the Tiyas of Travancore are soon to be brought to the notice of the House of Commons. It is said that notice has been given of an intention to ask Lord George Hamilton whether "a class known as the Elavas are excluded from all appointments in the State of Travancore on the ground that they belong to a low caste, although they form 16 per cent. of the population of the State and contribute largely to its revenue: whether they are denied admission to most of the Government schools in the State, and whether two graduates of the Madras University (of this class) have recently been compelled to take service under the Madras and Mysore Governments because they were denied a position in their own State: and, whether any and, if so, what steps have been taken by the Madras Government through the Political Agent to remedy this state of things in Travancore."

BOMBAY.

A SERIES of Sunday Evening Lectures in the Wilson College Hall was begun on Sunday, July 18th, by the Rev. Dr. Mackichan. The subject of the first lecture was "Religion as Life."

MR. H. PERCY EZEKIEL, who has just come out as fourth wrangler at Cambridge, had a brilliant College career in the Bombay Presidency. He passed his B.A. Examination when only fourteen years of age.

THE REV. R. SCOTT, of Wilson College, will deliver during the present term, in connection with the University, a course of philological lectures, the subject being "the English language viewed in relation to Anglo-Saxon and other sources."

MR. PADHYE, Principal of the Gokuldas Tejpal High School, has offered himself as a candidate for the ensuing election of University Fellows by the graduates of the Bombay University. With considerable experience of education in its practical aspect, Mr. Padhye will be found very useful in a body like the Senate.

THE election by the members of the Senate of a Fellow of the Bombay University to be recommended by the Syndicate to H.E. the Governor of Bombay for nomination as an Additional Member of Council took place at the University Hall on the afternoon of July 13th, when Mr. Chandavarkar polled 124 votes, his only opponent, Mr. Dave, having retired from the contest before the poll commenced.

THE Wilson Philological lectures were begun on Thursday, July 29th, at 5-15 P.M., in the Convocation Hall of the Bombay University. The lecturer is the Rev. R. Scott, M.A., Professor of English Literature and Moral Philosophy at the Wilson College. His subject is "the English Language viewed in relation to Anglo-Saxon and other sources." The subject of the first lecture was Teutonic languages and their relation to the parent Aryan speech; it contained an exposition of Grimm's and of Werner's Laws and of the similarity existing between the primitive Teutonic tongue and the languages of the Indo-European group.

BENGAL.

DR. BOOTH.—We are glad to learn that the University of Dublin has conferred the Degree of Doctor of Science upon Professor William Booth, of the Bengal Education Service (now Director of Public Instruction in Assam), in recognition of his original researches in Mathematics.

IT is a wonder, says the *Englishman*, that more failed B.A.'s do not go in for the veterinary profession. Of the 21 students of the Bengal Veterinary Institution who qualified last year, no fewer than 13 have been taken into Government employ; a fact which of itself bears out the Lieutenant-Governor's remark that "the veterinary profession presents a new and promising career for young men."

DR. ASHUTOSH MUKERJI has been appointed Tagore Professor of Law for the year 1897-98.

THE Royal Society of London has made a further grant from the Parliamentary Fund to Professor J. C. Bose, of the Presidency College, in recognition of the important researches carried on by him.

PANDIT CHANDRA KANTA TARKALANKAREE, Professor of Philosophy in the Government Sanskrit College, has been appointed first lecturer in connection with the Jaygopal Mallik Vedanta Lectureship of the Calcutta University.

At a meeting of the Senate of the Calcutta University held last month, it was unanimously resolved to confer the Honorary Degree of Doctor of Laws on Babu Mahendralal Sircar, C.I.E., M.D., the able Secretary of the Indian Association for the Cultivation of Science.

Two young Brahmo ladies, daughters of two leading Government servants in Calcutta, and who lately passed the Matriculation examination of the Calcutta University, have been granted permission to continue their studies in the Presidency College. The native community in general fear some danger from a moral point of view in allowing girls to be educated with boys.

THE Syndicate of the University of Calcutta has under consideration a revised syllabus of studies in geology for its higher examinations. The change contemplated has been necessitated by the refusal of Dr. Griesbach, Director of Indian Geological Survey, to give appointments in his department to the present Masters of Arts in Geology of the Calcutta University, as he thinks that they are not sufficiently equipped for the work.

BABU DWIJENDRA NATH TAGORE, President, Bangiya Sahitya Parishad, has submitted, for the consideration of the Syndicate of the Calcutta University, a number of propositions with a view to raising the standard of education which the University examinations are intended to test. His object in submitting these propositions to the Syndicate is to remove the widespread complaint that the courses for the Entrance, F.A. and M.A. examinations in certain particular subjects are too long and difficult to be read and understood thoroughly by any but exceptionally intelligent students.

CEYLON.

LAYING THE FOUNDATION STONE OF A NEW WING OF ST. JOSEPH'S COLLEGE, COLOMBO.—On Friday, 16th July, the Very Reverend Cassian Augier laid the

foundation stone of a new wing of St. Joseph's College, Colombo. The length of the new building will be 184 feet and the breadth 64 feet. The ground floor will contain ten class rooms and a large library, the upper floor twelve rooms for professors and a drawing-room.

PUNJAB.

THE old pupils of Mr. C. C. Sullivan, who retired last autumn after serving for 23 years as the Headmaster of the Upper Subordinate Class at the Thomason College at Burki, presented him, in recognition of his good work, on the 14th ultimo, with a handsome clock nearly worth Rs. 600. The presentation took place at Mussoorie, where Mr. Sullivan is now living.

BURMAH.

THE Tonic Sol-Fa Choir of the Rangoon Teachers' Association gave their first public concert on Tuesday, the 12th ultimo, before a crowded audience. The success of the concert is due to the efforts of Mr. Sheriff, who deserves warm congratulation.

FOREIGN.

IN succession to the late Professor Sylvester, Mr. William Esson, M.A., F.R.S., has been elected Savilian Professor of Geometry at Oxford.

MISS CLARA EVELYN MORDAN has given to St. Hugh's Hall, Oxford, a College for ladies, a sum of £1,000 to found a scholarship.

THE Drapers' Company has made a munificent offer of £15,000 to the University of Oxford for providing the University with a larger and more suitable building for the Radcliffe Library.

By the death of Professor Karl Remigius Fresenius, which took place on the 10th June, chemical science in its application to analysis has lost a distinguished representative.

A BILL for legalising the use of metric weights and measures throughout the United Kingdom has been introduced into the House of Commons by Mr. Balfour.

UNIVERSITY COLLEGE, Liverpool, receives over £7,000 for its medical department under the will of the widow of the late Robert Gee, lecturer on the diseases of children at that college.

THE International Congress of Mathematicians met at Zurich on the 9th July and continued till the 11th. On the last day, Professor F. Klein delivered an address on higher mathematical instruction.

MR. J. S. TAYLOR, formerly tea-planter, Rajmahal, Bengal, has bequeathed £4,000 to found scholarships for natives of Thurso, Scotland, desiring to complete their education at Edinburgh University. He has also bequeathed £1,000 to the Tain Academy.

THE International Congress on Technical Education was opened by the Duke of Devonshire at the Society of Arts on the 15th of June and continued on the three following days. Many important papers, especially on the aims of instruction in chemistry, were read, and there was a large attendance of delegates from the Continent of Europe and abroad.

At the last meeting of the Council of the Teachers' Guild of Great Britain and Ireland it was decided to take immediate steps to establish a Teachers' Guild Benevolent or Aid Fund, on the following principles:—(1) That donations and subscriptions be received only from or through members of the Guild. (2) That there be no open appeal to the outside public. (3) That the fund be kept private and in no way advertised.

THE Secretary of State for India was recently asked in the House of Commons why the Government of India maintained colleges for the higher education of Hindus and Mahomedans in India, and why no similar provision was made for Europeans and Eurasians. In reply the Secretary of State said that the Government did not maintain colleges for the higher education of Hindus and Mahomedans, and that Government colleges and higher schools were open to all classes without distinction.

GENEVA UNIVERSITY has this year instituted two series of "holiday courses of lectures and classes for foreign students." The first course opened on July 17th and continues till the 30th instant; the second course will begin on October 1st and close on October 30th. The courses will be delivered by the professors and tutors of the University who have generously agreed to sacrifice a part of their own holiday time to this work. The subjects deal exclusively with French and French-Swiss literature and history.

THE eleventh holiday course in Sloyd and other forms of manual training will be held this month at Bangor, Wales, under the direction of Miss Andrew, a lady from Naas, Sweden, who has done much to introduce manual work on the Sloyd system into English schools. Courses will be held and lectures given on woodwork on the Sloyd and also on the system adopted by the City and Guilds Institute, on the Swedish system of cardboard work, on elementary and advanced clay-modelling, brush and blackboard drawing, and Ling's system of gymnastics.

A THREE days' Education Congress on subjects of Imperial interest was opened in the Empress Theatre of the Earl's Court Exhibition on July 12th under the auspices of the Education Division of the Women's Work Section. Mr. H. M. Birdwood read a paper on higher education in India. Professor Gokhale read a paper on female education in India. Sir William Wedderburn urged that the Government should give more active support, both financial and moral, to the great cause of female education in India. Sir John Jardine regarded the establishment of a Board School system in the rural districts of India as necessary to any great advance in the educational improvement of the people. Mr. Theodore Beck opined that the education given in India was extremely defective.

Educational Notes.

THE Municipality at Lille is endeavouring to keep young men out of the hands of usurers, and at the same time to develop their character and sense of responsibility. It has endowed a fund for advancing loans to students of the University on their honour.

THE Association of Paris students lends money to its members on honour. Transactions are kept strictly confidential, the names of borrowers being only known to the President and Treasurer. The fund was started four years ago, since when every loan has been paid.

ALTHOUGH it is only eighteen years since the first newspaper was published in Japan, there are now 575 daily and weekly newspapers. There are 35 law magazines, 111 scientific periodicals, 35 medical journals, and the same number of religious newspapers.

THE United States maintains twenty-eight scientific bureaus for developing its resources and advancing industry, at a cost of nearly 8,000,000 dollars annually. These bureaus are engaged in doing all kinds of scientific work from determining the movements of the heavenly bodies to studying insects and bacteria. There are about 5,000 persons employed in all the bureaus.

NEARLY half the Sunday-school scholars in the world are, it appears, in the United States. America claims 9,718,442 out of the total of 20,268,933; Great Britain has 6,979,913; Australia 686,029; Germany 769,786; Sweden 242,150; Canada 576,064; Italy 10,969; Spain, 3,230; Mexico and Central America 15,000. Adding the officers and teachers the total for the world is 22,508,661.

ACCORDING to a Belgian statistician, Switzerland has a larger percentage of its inhabitants in its primary schools than any other European state. The figures are: for every thousand, Switzerland has 167 primary scholars, Sweden 160, Germany 158, Great Britain 155, Norway 150, France 146, Holland 143, Austro-Hungary 130, Belgium 110, Spain 105, Denmark 100, Italy 89, Greece 62, Bulgaria 52, Portugal 50, Roumania 44, Servia 33, and Russia 21.

In his address to the students at the Mill Hill prize-giving in July, Mr. Mundella spoke against the undue attention given to athletics. He gave a word of warning to the boys. He said that they must take care or they would not be able to hold their own. Women were more conscientious than men in their studies, perhaps because the playing fields had less attractions for them, and because they were less liable to regard cricket and foot-ball as the be-all and end-all of their lives.

The Minister of Public Instruction in France has made a passionate appeal to those under his command for whole-hearted co-operation in the struggle to save France from alcoholism, which he describes as a "permanent scourge, more terrible than wars or the deadliest epidemics." He points out that the average consumption of pure alcohol, which rose from 1.12 to 2.82 litres per inhabitant between 1830 and 1875, had risen in 1893 to 4.32, and that the number of cases of insanity directly due to drinking which for the years 1866 to 1875 averaged 713, had risen in 1893 to 3,386.

The largest school in the world is one mainly supported by Baron Rothschild in one of the worst slums of London. There are in it 3,500 children, coming from the families of the poorest foreign Jews, and there are a hundred teachers. It is Lord Rothschild's pet institution, and had it not been for his munificent support the school would have been unable to meet its vast expenditure. A very popular feature in the school is the savings bank department, instituted by the president. In order to encourage habits of thrift, he allows an interest of ten per cent. per annum on all savings. The teachers are also permitted to avail themselves of the benefits of this bank.

DR. OTTO N. WITT, Professor of Chemical Technology at the Polytechnic School of Berlin, speaking at the International Congress on Technical Education which met last June in London, said he could not admit any fundamental difference in the methods of research of pure and applied chemistry, consequently he could not admit the necessity for a difference of instruction for the two. In his opinion a well-organised instruction in pure chemical science would be the best preparation of any young

chemist for his future career. He held that schools for producing specialists were not wanted; for specialism came as a matter of course in later life. Chemists were needed who embraced their science as a whole, and who were incapable either of separating practice from theory or theory from practice.

MRS. FLORA ANNIE STEEL, formerly Inspectress of Girls' Schools in the Punjab, speaks of the influence of European education on Indian women as follows:—

"Education is spreading amongst the women of the lower classes in India, and I am inclined to say that in the present condition of things it does not conduce to their happiness, for this reason, it places them, so to speak, out of touch with the men whom they marry, and who are not educated. You see we are at present educating the lower class of girls, who have simply no chance to become the wives of men of the educated kind. Having had the supervision of girls' schools, I speak from actual observation, and I have known cases where great unhappiness has been caused to girls through being educated. At present it is the higher class of women who are not educated."

All the great teachers have had the power to carry others to a higher point; under their influence, as Longfellow so well expresses it, 'Our souls to higher levels rise.' No man is a teacher who does not accomplish this in some degree; the great teachers lift us permanently; we stay up. The boy with some difficulty gets his kite into the upper atmosphere, and it then floats there serenely. The great teacher is able to lift his pupils and they then become subject to influences more powerful and different from what swayed them before. So that the ever present problem with the teacher is, how lift these young persons to a higher plane of thought and feeling. One who can solve this problem satisfactorily truly deserves the name of teacher. There are other problems, but this is the first one. Seek to solve this and all other things shall be added unto you; you will be able to solve all the other problems as they appear.

The first truant school in New York was opened last June. The system of commitment is as follows:—Twenty truant officers, scattered over the city, will watch the attendance of pupils and investigate the complaints of teachers and parents. Complaints are to be submitted to the superintendent who will hear the defence of the culprit, and decide what is to be done with him. If the boy's guardians are found blameworthy, they will be summoned before the City Magistrate's court to explain. If the boy is found to be incorrigible, he is sent to the truant school till he shows evidence of reform. The school is not intended to be free; parents or guardians will be obliged to pay at the rate of 110 dollars for each boy.

Not only truants will be received, but also any boy who is in need of school discipline. The discipline will be severe, but there will be no whipping. All the housework, except the cooking, will be done by boys, and they must earn all the favours they receive.

The following from the report of an American Superintendent of Schools is worth noting:—

"There are several radical evils in our civilisation that seriously affect the success of the individual pupil. These same evils will soon seriously affect the standard of our citizenship. I need scarcely enumerate these vices, but the pupils in many school rooms in our cities are withered and blighted under our very eyes, and no voice is raised in warning. It is not a question of sentiment so much as a question of citizenship. It is a business proposition, that we should consider seriously, whether we should passively allow the life of half the boys of our public schools to be sapped and drugged into stupidity by bad habits. We yearly graduate a crop of young criminals to the reform school and the truant school. We do well to acquaint pupils even to a limited extent with their own bodies, but our present teaching in physiology is but a poor apology, and has received but the feeblest moral support from the community."

VARIOUS cities in Germany have organised cooking and household classes. The following is an account of the plan of the public cooking classes in the city of Cologne. The instruction (between 10 and 12) falls within the regular school time, but as this always takes up four hours, the girls eat in the kitchen, in order to be back at their classes again at 2 o'clock. In the cooking lessons twenty-four girls can each take their stand at three double hearths, four always comprise a family that has one stove for itself. The tasks are distributed in the following manner:—one attends to the stove, one cooks the soup, the third arranges the vegetables, and the fourth prepares the meat. Each family at the start receives a little purse with one mark. The girls with this make the prescribed purchases and bring the material to the kitchen. In the meantime the fire is lit, water put on, &c. The teacher combines instruction with the menu, explaining the origin, the nourishing qualities and the use made of, and the mode of preparing the dishes. She sees that the things are properly weighed, and that the prices are rightly calculated, &c. After dinner the hearth and the table are cleaned again, and the floors scrubbed, so that when the scholars leave the house the kitchen and implements are left in the same state as they found them in. The fear that the cooking instruction might exercise an unfavourable influence on the school instruction has not only not been realized, but, on the contrary, the girls became more eager, diligent and orderly. The threat of being excluded

from visiting the kitchen exercised a very deterrent influence. Thus the cooking lessons exercised a favourable pedagogic influence on this part of the public instruction.

MR. WILLIAM HENRY, the Honorary Secretary of the Life Saving Society, a society which has for its object the promotion of technical education in life-saving and resuscitating of the apparently drowned and the encouragement of floating, diving, plunging, and such swimming arts as will be of assistance to a person attempting to save life, gives the following hints about teaching children how to swim, who never wet the soles of their feet:—

"First the children are drawn up in ranks as in ordinary drill, and when the command "Position" is given, they place their hands on their hips. The first movement in this swimming drill is the leg movement. When "One" is called, the children raise the left knee (directing it sideways), the heel of the left foot touching the inside of the right knee with the toes pointing downwards. When "Two" is called, the left leg is straightened and lowered by a backward and rounded movement until the point of the big toe touches the ground one pace to the left. Then, when "Three" is called, the left foot is drawn along the ground, and the leg is closed smartly. The right leg is put through similar movements.

"Next comes the arm movement. When the command "Position" is given, the children raise their arms by bending them upwards from the elbows, and shoot the hands forward, with arms extended and directed slightly upwards, thumbs touching, with the palms turned downward, and the head inclined slightly backward.

"Then they sweep the arms round in a quarter curve right and left, until they are in line with each other, with the backs of the hands turned slightly towards the front.

"Then the elbows are closed to the sides of the body, and the hands are brought to the sides of the chest slightly to the front; the fingers are closed, pointing to the front with palms downward, the thumbs about six inches apart.

"Then the hands are shot forward, to the full extent of the arms and slightly upward, thumbs touching, the palms turned down, and the head inclined backward. The third movement of this drill is a combined arm and leg movement, when the two movements just described are combined.

"These movements if gone through continually become automatic, and when the children are taken to the water little explanation is required as to what they have to do. They are taught to trust themselves to the water and to put into action the movements they have practised on land.

"Instruction is also given on the management of the breath, which is, of course, of the greatest importance, for when the lungs are properly filled, the body is much more buoyant when in the water.

"When in the water, the body should be kept steady, the back slightly hollowed, and the head thrown back in an easy, unstrained position, and when taking a stroke, all jerky action should be avoided. The arms and legs must act simultaneously, and in drawing up the legs for the kick, the knees should always be separated, and the kick and closing of the extended legs should be made sharply. Every action of the arms and legs should be rounded and gone through with an easy swinging motion. Care should be taken that the breathing is free, regular, and natural during the exercise. The inhalation should take place during the backward sweep of the arms, and expiration during the other part of the stroke. There must be no gasping, and the lungs should be inflated at each stroke."

ACKNOWLEDGMENTS.

We beg to acknowledge with thanks the receipt of the following remittances on account of the EDUCATIONAL REVIEW, during July and August 1897.

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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, &c., should be forwarded to the Publishers, EDUCATIONAL REVIEW Office, No. 4, Mount Road, Madras.

N.B.—Please notice the Editor's address—Mysore.

The Educational Review.

We are glad to see that the *Christian College Magazine*, a periodical of Government First Grade Colleges, some influence in India, seems to be making a point of discussing and defining the relations between the Madras University and its Colleges. In its August issue, the fact that little or no provision is made by the Colleges or the University for *bonâ fide* professorial teaching is emphasised. But we cannot say that we see our way to support the suggestion that the

Government should "intervene, and having put an end to its connection with those Colleges which it meanwhile maintains as a department of its administration," should "establish professorships and lectureships for the University." The writer of the note would apparently like to see the State altogether withdraw from general Collegiate education, though he doubts whether the time has yet come for such action. "But," he urges, "might not the State without any great delay, while discontinuing its own Colleges, capitalise its expenditure on one of these over a period of years and endowing it, say for a limited time, with the amount, place it, with due safeguards, outside the direct control of the Education Department?" We presume that the writer means that such professorial teaching should apply to a course higher and quite apart from that of the ordinary B.A. degree. Otherwise, the University would have to materially improve the present B.A. course, and the Government, by its lavish endowment of one College, would be very properly open to the charge of seriously handicapping the other Affiliated Colleges.

Is then the Government to withdraw entirely its support from the First-grade Colleges? We have enough and to spare of ill-equipped institutions, while one at least of the Government First-grade Colleges is, in a way, a kind of model to the other Colleges of the Presidency. The standard of efficiency is low enough in all conscience, and we should view with alarm any serious suggestion to lower that standard, as would be the inevitable result of the severance of the State from Collegiate education. In the dim future such a severance might possibly be effected when private endowments become common. Nowhere in the world probably is higher education self-supporting—least of all so in India. And until the wealthier classes in this country show their appreciation of higher education by the gift of liberal endowments, it will be the imperative duty of the State to support a few, at least, really efficient Colleges. But apart from what the State does or might do, does the University itself do all it might do in the real interests of higher education? No satisfactory answer to this question has, as yet, been forthcoming.

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We have often commented on the almost entire absence of provision for teaching up to the M.A. Degree in our Colleges. We are glad to be able to state exactly what is done by a few of the Madras Colleges in this direction. The Acting Director of Public Instruction, Madras, in his review of the Report on the Presidency College for 1896-97, remarks that "fuller information should be furnished by the Professors in regard to the work of the M.A. students, many of whom are Government stipendiaries." The information given is indeed most meagre, but we learn from the

report that there were ten M.A. students studying at the College in March 1897. Of these, seven were reading Physics, one Botany, and two Zoology. We believe that occasionally there are students reading for the English and History courses in the M.A. But we are left in the dark as to what actual teaching is given to any or all of these students. In the report of the working of Kumbakonam College for the same year, no allusion whatever is made to M.A. students, while the Principal of the Rajahmundry College says—"There are no M.A. students reading in the College." Thus of the three First-grade Government Colleges, the Presidency College alone makes any attempt to provide even limited teaching for M.A. students.

At the Christian College, Madras, some provision is made for the needs of a small number of M.A. students. They have a room with a Reference Library, both for their exclusive use. The accommodation is for about fourteen students, each of whom has a desk allotted to his special use. They are not taught, but work nominally under supervision. The Physical and Natural Science M.A. students make use of special libraries and of the laboratories. They are charged a much higher fee than the other students who pay a fee of Rs. 6. This probably represents the sum total of the opportunities afforded to M.A. students in the whole of the Madras Presidency. It is to be regretted that the University itself, with its accumulated funds, has not as yet made any attempt to provide thoroughly efficient and systematic teaching for the M.A. course, the one course of the educational value of which there can be little doubt—although even in this course entire specialisation is not allowed.

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We notice from the Report for 1896-97 that the School of Commerce, Calicut, is just maintaining its hold on young men anxious to enter merchants' offices. Commercial Geography and Typewriting have been added to the list of subjects taught, bringing up the total number of commercial subjects taught to six, viz., Book-keeping, Commercial Correspondence, Shorthand, Banking, Commercial Geography, and Typewriting. The number of students dropped from 101 to 74, but the average attendance during 1896-97 was a distinct improvement on that of the previous year. This certainly seems to indicate that the fall in the total number was mainly due to the withdrawal of the least satisfactory students—young men who "left after a few months on finding that the study of commercial subjects required more attention and time than they were able or inclined to devote to it." The great majority of the students came from Calicut itself and the immediate neighbourhood. In other words, the institution is a local one and does not attract, to any appreciable extent, students from different parts of the Presidency of Madras. The local merchants showed their sympathy with the objects of the school by providing the prizes which were distributed by H.E. the Governor of Madras. This was but natural, for it seems to us that the merchants are those who will benefit most by the institution. We cannot disguise the fact that as the School of Commerce turns out more and more efficient commercial clerks, the merchants will be enabled to dispense with their more highly-paid European servants. The school, however, is performing a very necessary and useful service, and the Headmaster and his Assistants are to be congratulated on the satis-

factory results which their energy and ability have secured.

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The Duke of Devonshire has introduced the London University Commission Bill into the House of Lords and has succeeded in getting the Bill speedily sent down to the Lower House. There, unfortunately, it may possibly be crowded out among the many other claims which make themselves felt at the end of a session. The Bill "is essentially a compromise between the claims of Convocation and those of the London teaching institutions." The future London University, if the Bill passes, will in fact be a dual University under one board of management. The present most prominent feature of that University is that it is essentially an examining board. This function it will still discharge in the interests of the "external" students who will be under no compunction to attend any recognised college. But in order to make the University approximate to a 'teaching' University, another and new class of students, known as "internal" students, will be recognised. These will have to regularly attend courses at certain recognised Colleges already existing in London. There will be two different sets of examinations for the "external" and "internal" students. The London University will thus be a unique institution recognising two different sets of students and examinations for the same Degrees. The future will show how the experiment will work. We believe there is no other institution in the world which is worked on such lines. The scheme is by no means an ideal one, but it at least will result in the co-ordination and unification of a number of first-class institutions in London which

hitherto have absolutely been without any bond of union. In the end a true University may arise, of which the metropolis of the world may indeed be proud.

"Since writing the above, we learn with regret that the London University Bill has been withdrawn in the House of Commons owing to much anticipated opposition. Had the feeling in favour of the Bill been unanimous the Government would have proceeded with it. But they had not sufficient time at their disposal to permit of a long discussion.

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At the last meeting of the Senate of the Madras University the Hon. The B.A. History Course, Madras University. Mr. Justice Shephard proposed two alterations in the syllabus of the History Branch of the B.A. Degree examination. They were that (1) the comparative study of the political systems of Great Britain and the United States of America "should be substituted for the systems of Great Britain and India," and (2) the words "Mill's propositions with regard to capital," should be omitted from the syllabus on Political Economy. Mr. Justice Shephard said that there was very little to be learnt from a comparative study of the political systems of Great Britain and India as compared with what might be learnt from that of Great Britain and America. We are inclined to agree with Mr. Justice Shephard as to the relative value of the political systems of the United States and India. "Apparently, too, the Examiner who set the paper on Political Science last year had also a poor opinion of the value of a "comparative study" of the systems of Great Britain and India and a very high opinion of the political system of the United States. But after all, it is only right that students in India

studying Political Science should know, as few well-informed people in other subjects know, the details of the Indian Government system. However, the greatest objection to the proposal is that the syllabus has only been in working for two years, and it is undesirable that there should be any tinkering with it until it has at least been fairly tested.

With regard to the second proposal, Mr. Justice Shephard, on very slender grounds we think, asserted that Mill's propositions with regard to capital were obsolete. The Rev. F. W. Kellott very completely answered this objection, and we are quite at one with that gentleman in his assertion that only one of those propositions is imperfectly stated, and that, in any case, the careful study of the principles laid down by a man like Mill would certainly do no harm.

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The Calcutta University, with the signal success of Professor Bose staring it in the face, feels itself called upon to do what it can to encourage original research. The Committee appointed to consider the position of Science in the University has recommended the creation of the Degrees of Doctor in Science and Doctor in Literature. Another scheme, according to our Calcutta correspondent, has also been suggested for the institution of the B.Sc., M.Sc., and D.Sc. Degrees in Geology. It is almost certain that both schemes will be accepted in their entirety, and the charge that our Indian Universities do nothing to encourage original research will no longer be applicable to the Calcutta University. We wish we could feel confident that the remaining Indian Universities will follow the example of the Calcutta University in the

immediate future. In another part of this issue we refer to what practically amounts to the exclusion of India from the assemblies of the British Association. Is it any wonder that India is ignored when our own Universities have so far refused to recognise or encourage original merit in our students?

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In the Annual Report of the University of Madras is a resolution of the Council of the Presidency College, pointing out "the expediency of making the Matriculation examination a severe and more efficient test than it is at present." We hope it is a significant fact that the resolution is referred to the Board of Studies in English. By all means make the Matriculation examination a more efficient test. But let it be by increasing the severity of the English papers, not by increasing the number of subjects. As regards English, ability to write in that language and to grasp the meaning of an ordinary passage in the same ought to be made a *sine quâ non* of passing the Matriculation examination. As it is, boys get through the examination with but the scantiest knowledge of that language—a knowledge altogether insufficient to enable them to profit to the fullest extent by the subsequent F.A. and B.A. courses.

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It may interest a few of our readers to learn that the University of London will no longer hold examinations in India. We are surprised that the farce of holding them has been kept up as long as it has. The number of Indian students who presented themselves at these examinations was infinitesimal. We remember an occasion on which we were appointed to preside over one such examination. Elaborate preparations were made for

holding the examination, but lo! when the eventful day arrived, not one of the few candidates who had sent in their names had the temerity to appear! But while we can express little regret that the London University examinations have collapsed in India, we sympathise with those few institutions in the north of India which complain that the notice they have received of the discontinuance of the examinations is all too short.

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The *Madras Times* very properly calls attention to the fact that India plays but a small part in the annual meetings of the British Association. Yet this country took a special part in the starting of the famous Association in 1831. We trust, with our contemporary, that now that Professor Bose has drawn the attention of the scientific world to India, the British Association will see its way to meet very soon in a country full of scientific possibilities and which is distant from England by no more than a fortnight's not unpleasant journey. If the Association can meet in Canada, as it has done this year, it can as conveniently meet in India and do this country an incalculable service.

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Yet another "Indian and Colonial Library" is to see the light of day! Messrs. Archibald Constable and Co. are responsible for this latest addition to the Colonial series. Many well-known names of authors appear in the list, while all Mr. George Meredith's novels are to be included in Constable's Indian and Colonial Library. We notice one book which should be of special interest in India. There is much in Mr. Elliott's "Gold, Sport and Coffee Planting in Mysore" with which we cannot agree, but the book is well worth perusal, and the low price at which the books

in this series will be issued will bring that particular work within easy reach of the educated classes. We wish all success to this latest venture of a publisher who has made a point of identifying his firm with literature bearing directly on subjects connected with India.

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We are glad to notice that the subscribers to the Paramanand Memorial Fund (Bombay) have decided to found a University prize to be awarded to the best essay in Marathi and Gujarathi alternately on subjects intimately connected with India, more particularly those bearing upon social reform, religion, history, geography and economics. On the subject of economics in relation to India there is much to be written. The economic problems of India have not received the attention they deserve at the hands of writers on that subject. We would suggest that the essay, although written in the vernacular, should be translated into English. To be of any value the competition should be open to graduates.

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We notice with great satisfaction the gift of a lakh of rupees made by the Zemindar of Kallikota to the Kallikota College in Berhampore. The Director of Public Instruction, Madras, called the attention of Government to the gift, and His Excellency has duly recorded his appreciation of the Zemindar's liberality. We have often commented on the pressing need for the endowment of education in this country. We can only trust, therefore, that the example of the Zemindar of Kallikota will be largely followed by other wealthy landowners.

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The University of Madras will soon be the proud possessor of a coat-of-arms! The present University seal has been found want-

ing, and the Registrar has been instructed to apply to the Herald's College for the grant of a coat-of-arms for the University. Having obtained a fitting coat-of-arms, it is just possible that the University may see its way to look to other points which as closely concern its honour and dignity!

THE MADRAS UNIVERSITY AND ITS AFFILIATED COLLEGES.

Our readers will remember that the following resolution was passed at a meeting of the Senate last March—"That a representative Committee of the Senate be appointed to deal fully with the question of the relations of the Affiliated Colleges to the University and submit a report to the Senate." The Hon'ble Dr. Duncan, the mover of the motion in the Senate, has since addressed a Memorandum on the subject both to the members of the Committee and to the heads of Affiliated Colleges. In this Memorandum he suggests that the rules of affiliation (By-laws 283-294 in the University Calendar) and the conditions of recognition contained in Chapter II of the Madras Educational Rules should be taken as the basis of discussion. Dr. Duncan in the Memorandum has jotted down a few of the points which would have to be discussed by the Committee and on which the opinions of the Heads of Colleges are solicited. The points mentioned by Dr. Duncan "are not intended to be an exhaustive orderly enumeration of all the points which come up for discussion. They are mere suggestions to be accepted, or rejected, or modified, or added to by the Committee."

We have from time to time, both in the pages of this *Review* and elsewhere, urged the importance of many of the points which are now to be discussed by the Committee. But

it was as a voice crying in the wilderness, and more than once we were told that, although dissatisfied with the prevailing system, no doubt in time we would accept "the inevitable as others had done before." Years have passed and, so far from there being any prospect of accepting "the inevitable," we have the satisfaction of finding our views, then looked upon as impossible and impracticable, now being the subject of serious discussion. Space will not permit us to comment on the various items noted in the Memorandum for discussion, but there can be little doubt that, if the Committee arrives at a satisfactory conclusion with regard to the more important points, the relations between the University and its Affiliated Colleges will be placed on a much more satisfactory footing than they have been up to this time. At present the bond of union between the University and its Colleges is of the weakest. So weak indeed is that bond of union that the University in the true sense of the word does not exist. In the words of the Hon'ble Dr. Miller, "what is needed is that the voice of Colleges as such—each with its distinctive aims and character—should somehow become audible in the councils of the University.... It would show the Colleges to be organic parts of one corporate body. It would draw their professorial staffs into close relations with each other. It would make students feel that, wherever the College they belong to is located, they are all under the care of the same *Alma Mater*." It is therefore consoling to see that the Memorandum makes suggestions for the creation of this corporate life.

The representation of Affiliated Colleges on the Senate is one of the points noted for discussion. To quote Dr. Miller once more: "It is true that some Heads of Colleges and

Professors in Colleges are also Fellows of the University, but they have been so appointed simply as individuals, not in any way as representing their different Colleges or as authorised to speak in their behalf." The prevailing dissatisfaction, to which the Madras press gave voice at the beginning of the year, resulted in the nomination as Fellows of the Heads of those Colleges which up to that time had been totally unrepresented. But this concession was due to the good feeling of the Director of Public Instruction. No doubt the labours of the Committee will result in the enunciation of the principle that every Affiliated College must as a right be represented in the Senate, and the grievance under discussion will in a short time be a thing of the past.

The Memorandum makes note of another grievance which has been keenly resented by the Affiliated Colleges outside Madras, and that is the non-representation of Affiliated Colleges on the Boards of Studies and Boards of Examiners. Hitherto there has been no accredited system for the appointment of members of these Boards. The principle that each First-grade College should be represented in the Senate carries with it the corollary that each College, in the person of its professors, should be represented on these Boards. To represent them *en masse* may be impossible; but, if so, each College must be represented in turn and no one College or set of Colleges be favoured to the exclusion of the others. This, we believe, is the principle generally followed in the older English Universities. The difficulty of the distance of some of the Affiliated Colleges from Madras can readily be solved by insisting on papers being discussed by examiners at consecutive meetings within, say, two or three days. A *sine qua non* of an examinership or membership of the Board of

Studies should be the attendance in Madras at these meetings. The question of representation on the Senate and on the Boards of Studies and of Examiners is, to our mind, the most important of the points noted in the Memorandum for discussion, though we notice that it has a comparatively modest place in the Memorandum itself. We can only hope that the Committee will give the question the time necessary for its adequate discussion.

But there is one other Board, the most important of all, of which curiously enough no mention whatever is made. We refer to the Syndicate. The omission was either unconscious or intentional. If the Affiliated Colleges are to be fairly dealt with they should certainly, as such, be represented on a Syndicate which is the executive of the Senate and which wields almost unlimited power. According to By-law 93, residence in Madras is a condition of becoming a Syndic. But the Affiliated Colleges outside Madras have as much right to be represented on the Syndicate as have the Colleges in Madras. Their representation, however, would probably entail the enlargement of the Syndicate, but this to our mind would rather be an advantage than otherwise. We can only hope that some member of the Committee will note the omission of the question of the representation of the Affiliated Colleges on the Syndicate, and suggest its inclusion as a subject for discussion.

Among other points mentioned for discussion are the financial relations of the Affiliated Colleges to the University; the inspection of the Colleges; the keeping of terms by failed students; the maintenance of discipline. All these points have been very recently touched upon in the *Educational Review*. A few words summarising our views will, therefore, perhaps be sufficient on this occasion. The University has already a large balance to its credit, and if it is going to insist on an annual contribution from the students, it

is only fair that it should show exactly what substantial benefit the latter would derive from the contribution, and that the Mofussil students should also be taken into account. As for inspection that may mean anything or nothing. We trust, however, it is sufficient for us to suggest that the University should be jealous of its dignity and not attempt to treat the Colleges as schools. On the question of the keeping of terms by failed students, we can only reiterate what we have already said: We cannot see the justice of forcing failed students who have kept the necessary number of terms to continue to attend College, and we can only express our surprise that the resolution of the Senate embodying this view has not been put into effect long ago.

We are glad to see that the whole subject of term certificates is to be discussed by the Committee. We have from time to time received complaints from students alleging that term certificates are refused for inadequate reasons. No obstacle whatever should be thrown in the way of a man making a free choice of his optional subject. His College must be prepared to lose him if it makes no provision for the special subjects which the student elects to take. We think the University might very easily make arrangements to issue Matriculation and F.A. certificates in time for a student to keep the next term. The production of this certificate ought at once to admit a student to any College at which he may choose to present himself.

When discussing the question of College terms we trust the Committee will see the advisability of the University insisting on a uniform arrangement as regards College terms and vacations in all its Colleges. The University should see that vacations are of the same length in all Colleges, and, if possible, these vacations should begin and end throughout the Presidency on the same dates. This

should at least apply to the Midsummer vacation. The rule applies in the English Universities. And above all let the University insist on the Summer vacation being sufficiently long to permit of the recuperation of both professors and students. Nine weeks should be the minimum, and this wholesome rule is observed in Madras, though not in all Colleges outside the Presidency town.

Among the remaining minor points, and the last that we shall notice, is the academic costume to be worn by the staff. We think it would not be amiss for the University to insist on professors and lecturers wearing their academic costume within the College precincts. The tone and dignity of our Colleges need to be considerably raised, and we have little doubt that the wearing of academic costume would do something in this direction. But what is good for the professors in this respect is also good for the students. We have on a previous occasion recommended the wearing of a distinctive costume or badge by the students. This particular view of the case is omitted in the Memorandum, but should find a place in the discussion on the subject.

The Committee will meet soon after the 15th of September to consider the Hon'ble Dr. Duncan's motion, and we look forward with interest to its report on a question which so deeply affects the interests of the Affiliated Colleges.

THE EDITOR.

THE PROPOSED ORIENTAL SIDE TO THE MADRAS UNIVERSITY.

The proposal recently made to open an Oriental side in connection with the University of Madras is very opportune; and the question is being discussed in public prints by a large section of educated men imbued with Western culture, and inspired with a natural patriotic fire to rescue from extinction some of the good traits of the Oriental system of education. Many thoughtful and valuable suggestions are likely to be made by those who have studied the question in all its aspects; and these can be brought to bear upon the various proposals which will be finally discussed by the Committee appointed for the purpose by the Senate, and the stamp

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of the University given to the system, in case the proposal is found to be practicable, and steps taken for its adoption. It would appear that, at the inception of starting the proposal, neither the proposer, nor the seconder, nor any of the supporters, had any clear and definite notions regarding their proposals, except a vague idea that the present system of education is somehow defective on the Vernacular side, and that it requires a resetting-up, and that any reform on the lines of the development of the Vernacular Literatures of the country is likely to lead to a satisfactory solution of the problems of Indian education; much less had the opposers of the movement any distinct notions regarding the proposals except a vague fear, imaginary or otherwise, that the movement is fraught with results likely to be disastrous to the best interests of the University, and that all the good effects that have accrued to the Indian nation for half a century from the present system of education would be seriously affected by the so-called retrograde movement now set on foot. That the proposal emanated from the Hon'ble Dr. Duncan, one of the eminent educationists in India, and that it was seconded by a distinguished member of the Syndicate, the Hon'ble Mr. Justice Subrahmanya Iyer, and supported by several gentlemen of culture, is a sufficient guarantee that the proposal is not intended to do any harm to the University; and the nomination of gentlemen of high attainments, wide culture, and considerable experience, as members to sit on the Committee to formulate the deliberations bearing on the question, will, it is hoped, satisfy all those who may have any apprehensions regarding the safety of the best interests of education in Southern India.

The famous Despatch of the Court of Directors, framed in 1854 by the best intellects of England for the good of the Indian nation, as well as the various minutes of the Governors-General and Members of Council, clearly set forth the objects aimed at by the system of education which they wished to introduce into India. Of these, the principal ones are given below:—

- (1) that a body of men should be created for the public service that should serve also as interpreters between the Government and the people;
- (2) that the expressive powers of the Vernacular languages should be developed by an enlargement of their vocabulary to suit the needs of new and foreign thought;
- (3) that the ideals, which dominate Oriental literatures in general, should be modified, and, where necessary, replaced by Western ideals;

(4) that education should propagate, among the peoples of this land, the scientific knowledge of the West;

(5) that it should teach and popularise the great and prolific method of scientific induction and experiment;

(6) that it should improve their moral standards where defective; and

(7) that it should discredit, dissipate and destroy errors, prejudices and superstitions of all kinds.

We shall examine these *seriatim* to see how far the objects aimed at have been realized by the present system of education.

So far as the first aim is concerned, we have more than realized its object, inasmuch as a large body of men is created for the public service, who also serve as interpreters between the Government and the people. In fact, an opinion is now gaining ground that the supply of such a class of men is more than the demand for the same, and that steps should be taken in the near future to remedy the evil of adding more to this class, and to divert the unused material to a different direction so as to restore the former normal state of things.

As regards the second aim, to develop the expressive powers of the Vernacular languages by an enlargement of their vocabulary to suit the needs of new and foreign thought, it is to be regretted that there has been no perceptible improvement made in this direction. Spasmodic attempts, however, appear to have been made in different parts of the country by different Governments on different occasions, without a proper organization to formulate an universally acceptable system of vocabulary so as to secure for the languages more expressive powers than before. The system of education that was for the first time inaugurated in 1833 gave sufficient prominence to the study of English—the language of the Rulers; but the same degree of prominence, though contemplated by the several Home Despatches on Education, was not attached unfortunately to the study of the Vernaculars, as these were arranged to be studied only as Optional Languages. Naturally the language of the rulers was assiduously cultivated, inasmuch as it brought with it many advantages by securing, for such of them as became proficient in the language and successfully passed the public examinations, high and lucrative employments which gave them position and status in the country. While such a study should be welcomed on the ground that the flood-gates of

Western knowledge were opened to those who were brought under its influence, for which we cannot sufficiently thank our Rulers, we should not be blind to the fact that a larger measure of the limited energy found in students was spent away in the study of a foreign language to the neglect of the Vernaculars; and even the little energy left, which was intended to be used for the study of their own Vernaculars, was, in many cases, frittered away chiefly in the study of fascinating English novels.

Moreover, the agency employed to teach the English language was, from the beginning, a wholesome and respectable one, calculated to open up and liberalize the minds of the recipients of such knowledge; while that employed to give instruction in the Vernaculars was, as if by contrast, anything but satisfactory. While an English professor, possessing high academical honours at the Universities of Great Britain, was thought absolutely necessary to teach the English language, any person, known nominally as a pundit, with a surpassingly high starting salary of Rs. 15 per mensem, was considered fully competent to lead the students to a critical and comprehensive study of the Vernaculars! To add to this anomaly, no care or scrutiny appears to have been exercised in the selection of Vernacular text-books prescribed for the University or Departmental examinations, as was done for English text-books, so that the ideals presented in their English books, and graphically explained and held out to the students, as models worthy of being followed, by English professors during the greater part of their daily work, were in miserable and thorough contrast with those exhibited in the Vernacular text-books, which very often contained obscene and otherwise objectionable passages as forming portions of their studies. As no care had been taken to put into the hands of youths of such pliable minds only expurgated editions of such texts, and as the dark side of the picture was more often exposed to them, they lost even the little interest they might have naturally inherited from their parents for such studies. Hence the sound scholarship and critical acumen, and the scientific method of reading or investigation, which are found in Western methods of culture, were not brought to bear upon the study of the Vernaculars; and the examination in the Vernacular subjects was from the beginning not crucial, but only nominal. This deplorable state of things has not yet been much remedied in its pernicious effects on the rising generation, though a reaction seems to have set in to place such a study on a better basis, and to remove the stigma that the study of the Oriental lan-

guages, even if studied in accordance with Western methods, is neither calculated to open up the minds of students, nor to better them to manage the concerns of civilized life.

Since the second aim contemplated by the Despatch of the Court of Directors has not been realized, as shown above, to any appreciable extent, it is needless to remark that the other aims—such as the modification or replacing of Oriental ideals by those of Western nations, wherever necessary; the propagation of the scientific knowledge of the West among the people of this land; or the teaching and popularising of the great and prolific method of scientific induction and experiment; the improvement of moral standards by discrediting and dissipating or destroying errors, prejudices and superstitions of all kinds—all which aims are chiefly dependent upon the realization of the second—could not have had any chance of being brought to fruition.

What is then the solution of the problem before us? A calm perusal of the remarks made by the mover as well as the seconder of the proposal to open an Oriental side to the University, would indicate that, in the deliberations of the Committee, suggestions would be welcomed in aid of the discussion of two points, viz. :—

(1) How to institute Degrees for the encouragement of Oriental learning?

(2) How to adopt suitable means for the prevention of the present neglect of Vernacular or Classical studies, as well as for the spread and improvement of Vernacular literature.

A few native gentlemen, interested in the cause of healthy national education, and in the improvement of Vernacular literature, have submitted to the public various proposals regarding these points after mature consideration. Of these, the most practical appears to be the scheme suggested in a paper read before the Madras Teachers' Guild by Mr. S. Krishnasawmy Iyer, of Kumbakonam. His scheme is not in favour of conferring any Degrees on Pundits for the encouragement of Oriental learning; but he has a separate scheme to institute, side by side with the Arts' course of the University, a new set of examinations corresponding to the Matriculation, F.A. and B.A. courses, in which the English languages will exchange places with the Classical or the Vernacular languages, so that in his system the latter are expected to assume the position hitherto given to English and *vice versa*, with reference to the maxima and minima of marks, and the number of question papers to be set, &c. His system is said to have the advantages,

to quote his own words, "of being simple, and of utilising the forces already created by the existing system of education, and building with ease on existing foundations. There is no pulling down of the least part of the existing system, but only an addition to it. The two competing systems will, by acting and reacting upon each other, produce the most healthy diffusion of knowledge throughout the country, making it more real and practically useful."

With due deference to the high attainments and practical good sense of Mr. Krishnasawmy Iyer, I beg to say that his system is apparently simple; and when the details are calmly considered, it will be found to be vastly complex and beset with many practical difficulties. In Southern India, there are at least four cultivated Dravidian Vernaculars (Tamil, Telugu, Canarese, Malayalam), besides Urdu, — the Vernacular of the Mussalman population, — and five classical languages (Sanskrit, Persian, Arabic, Greek, Latin) in which candidates have to be examined for the different examinations of the Arts' course, not to speak of other minor Vernaculars, — such as Mahratti, French, German, &c., which are not taken up by many candidates. In all these languages, provision has to be newly made for teaching students in various subjects, other than the Vernaculars. The machinery of teachers — Pundits and Moulvies — that has to be employed for successfully carrying out the scheme with respect to the new Matriculation, F.A. and B.A. examinations will be found to be vastly complex. When it is borne in mind that the present number of examinations is taxing, to the utmost degree, the energy and resources of the University authorities, and is becoming more and more unwieldy; and that, in spite of all the care taken, wild rumours, perhaps not altogether unfounded, are almost every year afloat throwing a doubt on the utmost secrecy of the question-papers set, is it not likely that an addition of a new complex system of examinations will prove still more unwieldy and therefore unmanageable? Moreover, where is accommodation available for holding these new classes, when public buildings used at present for educational purposes in different centres can hardly accommodate the present strength of schools? What about the cost of new agency that will have to be employed to carry out the scheme in these days of financial pressure? Besides, the text-books in the various subjects to be taught in the Vernaculars under the new scheme have yet to be written and published; can these be produced all of a sudden? It may be possible and even probable, that, within the next two or three years, a series of Vernacular text-books

can be got ready for the use of the *Matriculation* course, under the auspices of a representative, respectable and influential TEXT-BOOK COMMITTEE, if organised. But there does not seem to be any probability in the near future of securing suitable books in the Vernaculars for the F.A. and B.A. courses in all the subjects now taught in English. To add to these difficulties, grave doubts are entertained in various quarters as to whether students will be willing to come forward to take up the new course in preference to the old one, which has secured so many temporal advantages—such as high emoluments, high status in society—to a pretty large section of the intelligent classes of the country. These considerations, among others, will lead one to conclude that the time has not yet arrived for effecting such a desirable reform as the one proposed by Mr. Krishnasamy Iyer.

To effect successfully any reform worth the name, we have to proceed on the lines of least resistance. We have to utilise the forces already brought into existence, and build with ease on existing foundations. Adopting this principle as my motto, I wish to propose the following scheme towards the solution of the present question.

Regarding the first consideration, to open an Oriental side to the University, it may be pointed out that organising such a course for the encouragement of Oriental learning is easily arranged for, similar to the L.T. and B.Sc. Degrees recently added to the University. Two Degrees, such as the "Bachelor of Oriental Learning" and "Master of Oriental Learning," may be instituted to be conferred on those who pass the requisite examinations in the Classical or Vernacular languages obtaining in Southern India.

Any suitable course that may be recommended in this connection should provide for a liberal culture and training in Western methods, so that the Pundits and Moulvies may be brought "into line with European thought and methods as followed in the Arts and other Faculties of the University." If this principle is recognized, the introduction of the study of the English language into the curriculum of studies for conferring Oriental Degrees is a *sine quâ non* which must be attended to. Different courses of studies will have to be prescribed for the two examinations, the lower one may be of three years' course, and the higher one of two years' course. Since this examination will be open chiefly to pundits, moulvies and munshies that have already obtained proficiency in one or more of South Indian languages—Classical or Vernacular,—it will probably be found that these will have to be trained in special classes, which may be attached to

Normal Schools established in different centres of the Presidency, where different vernaculars prevail. Perhaps it may be thought that a three years' course in a foreign language like English may not be found sufficient to enable these students to acquire tolerable proficiency in the same, to be usefully employed as Pundits, &c., in Colleges and High schools; but the fact should not be lost sight of that these have already acquired, in a way, proficiency in one or more languages, and therefore proficiency in one or two sciences connected therewith, such as Grammar, Rhetoric and Logic, &c., that their minds have already been sufficiently cultivated to receive new impressions and ideas, and are capable of grasping the most abstract truths that may be imparted under the new scheme. The Vernacular languages being the media of instruction in all subjects other than English, a training for a period of three years will, it is hoped, be found ample enough for the purpose. Of course, a higher proficiency in the English language as well as in other subjects will have to be insisted on for the Higher standard, i.e., the M.O.L. examination.

Should it be thought that proficiency in any one of the Oriental languages alone, without a tolerable knowledge of English and suitable training in Western methods and liberal culture, is sufficient to entitle a Pundit to a Degree, as in the Punjab University, then we shall have given room to the already anticipated apprehension, entertained by the opposers of the scheme, that the University would deteriorate by instituting such Degrees.

The next question that will naturally suggest itself for our consideration is whether the institution of the new Degrees above referred to will prove an unfailing panacea for putting a stop to the neglect of the vernacular study that now reigns supreme, for the real improvement in the quality of Vernacular literature, and lastly for the full realization of all the remaining six aims contemplated by the Despatch of 1854. We shall have to pause and seriously think over before giving an answer in the affirmative. The institution of the new Degrees may at best improve the quality of the agency of the new class of pundits and moulvies, which may be expected to be brought into existence during the next decade. The new agency may be then expected to impart better instruction to those pupils who come under its influence. But how to create in the minds of pupils a real interest in the study of the Vernaculars; in other words, how to remedy the evil resulting from the present

neglect of Vernacular or Classical study? We have to strike at the root of the evil. As long as the study of the Vernacular or the Classical languages holds a subordinate position to that of English in the curriculum of studies for any examination, there does not seem to be any hope of salvation with reference to the revival of such study, or rather to the removal of the present neglect of such study. Longer is the period now required for an ordinary student to complete his general education, as compared with what it was some 15 years back, and which state of things is very often complained of even by educated parents. This is due probably to the utter neglect of Vernacular study before commencing that of English on the one hand, and the gradual raising of the standard in English on the other, not only in the University and Public examinations, but also in the present system of Primary and Secondary Education. But for this disregard of Vernacular study, it would have been possible for the Educational authorities to reduce, to one of six-year course, the present eight-year course of study, that is now found necessary for a student of average intelligence to pass the *Matriculation* examination from the time of his commencing the English alphabet.

Hence any proposal to remedy these evils by placing the study of the Vernaculars as well as the Classical languages on a par with that of English should be welcomed; and to effect this change only a slight alteration is needed in the present by-laws of the University regarding (1) the maxima and minima of marks, (2) the number of question-papers to be set, and (3) their standard.

There are only two suggestions made for the favourable consideration of the Committee to effect the reform required—

(1) The Classical and Vernacular languages should take equal rank, in every respect, with English in the curriculum of studies for all University Examinations of the Faculty of Arts.

(2) That the medium of instruction to teach all subjects other than English should be the Vernaculars only up to the *Matriculation* Examination.

As regards the first proposal, it is needless to dwell upon the advantages derivable from carrying out this modest reform. With a slight change of wording in the present by-laws of the University referring to the so-called second or optional languages of the Arts' course, the reform will be effected. Instead of having a separate maximum and minimum for the vernacular or

classical languages as at present, there should be the same maximum and minimum for these languages as in English for all the University Examinations (*Matriculation*, F.A. and B.A.). Besides, the same standard and the same number of question-papers should also be insisted on with reference to these languages as in English. This scheme is, in my humble opinion, likely to strike at the root of the evil arising from the neglect of vernacular study. This scheme has a great advantage over other proposals, recommended for adoption, in keeping *status quo* the arrangements of the University now in force, except in minor matters, and no new set of examinations is required to be instituted in the Arts' course, nor does it entail any of the other practical difficulties—such as reduction of fees, recognition by Government of a new order of things, &c., which conditions are indispensable for carrying out the scheme proposed by Mr. Krishnaswamy Iyer of Kumbakonam.

To keep the study of the vernacular and classical languages on a par with that of English in the *Matriculation* course, it will be necessary to do away with the present system of publishing every year text-books in the Optional languages, viz., the Dravidian languages (Tamil, Canarese, Telugu and Malayalam) and Sanskrit.

With reference to the second proposal, to have the vernacular languages as the media of instruction only up to the *Matriculation* Examination—to teach all subjects other than English, i.e., History, Geography, Science, and Mathematics, it will be found that there is not much difference of opinion as to the benefits that would accrue to the pupils by following such a system. In other words, all subjects other than English will have to be taught in the vernacular languages of the country, for instance—through Telugu in the Northern Districts of the Presidency, through Tamil in the Southern Districts, through Kanarese in Bellary, Mangalore, South Canara, Mysore and Coorg, and through Malayalam in Travancore and its neighbourhood. As for the Grammar-schools where Eurasian students are chiefly taught, the medium of instruction will be the English language, which is the mother-tongue of the majority of those pupils. As for Mahomedan students, the medium will, of course, be the Urdu language, through which the pupils should be taught in schools established in convenient centres. When it is stated that the vernacular languages form the media of instruction only up to the *Matriculation* course, it is needless to observe that the English language will still continue as the medium of instruction as hitherto for all other

higher courses, such as the F.A. and B.A. examinations. Hence there will be no room under this scheme for the wildest apprehensions entertained in some quarters by some critics regarding the necessity for the removal of the present agency of professors, unacquainted with the vernaculars, in case of carrying out the proposal of Mr. Krishnaswamy Iyer; and much of the difficulty or inconvenience now felt by the masters in charge of the High school classes in first explaining the passages in English, and finding that explanation not understood, to explain it in the vernacular, and then to dictate notes or giving a paraphrase of the passage in English, apparently to be crammed by the pupils (since the student is unable to express himself so well in a foreign tongue)—all such inconvenience is likely to vanish by the introduction of the new system. This may eventually give a death-blow to the system of cram, which is an eye-sore in the present system of education.

It may appear at first sight that this proposal is likely to add to the present difficulties of the young student, and tax him more, inasmuch as he has to devote more attention, than he does now, to the study of the optional or second language; but, on a calmer consideration of the question, it will be seen that a great deal of energy that is now spent in studying subjects like History, Geography, Science and Mathematics by means of a foreign tongue (English) will be conserved rather than lost by studying these subjects through the vernaculars under the new scheme. On the other hand, he will be in a position to devote a portion of this conserved energy to improve the study of the English language, if necessary. Should it be feared that the student taught under the new system is likely to be weak in his English, it may be so arranged that instruction in the subjects of English and Mathematics may be imparted through the English language itself, while the remaining subjects of History and Geography and Science may be taught through the vernaculars. If, after making such a provision, it be found that such a student is not quite up to the standard, he has every opportunity to make up any such deficiency when he takes up the higher courses (F.A. and B.A.). The advantages derivable from the adoption of the proposed system, such as the removal of all traces of cram (which is a great relief to the mind), the prevention of the neglect of vernacular study, the preparation for creating a healthy Vernacular literature, and thereby paving the way for social reform, the spread of useful information among the masses, &c., will far outweigh the disadvantage, if any, the pupils trained

under the new scheme will be placed under.

It is a truism that needs no demonstration to say that to bring about any of the above reforms, the co-operation and harmonious working of the University and the Government is very necessary. Hence it is desirable that an influential, representative, and strong committee should be organised for the purpose of arranging for a series of text-books to be written in different vernaculars in all the subjects, i.e., History, Geography, Science, and Mathematics, which have to be taught in the vernaculars. The amalgamation of the present Dravidian Board of Studies in connection with the University, as well as the Text-book Committee established by the Government of Madras, may be conveniently effected to form one wholesome influential representative Committee. Under the auspices of this new committee, graduates securing first-class passes in the vernacular or classical languages may be encouraged for some years to come, one for each language, with a Fellowship to continue their studies for the M.A. course in their respective vernaculars or classical languages, and to pass the same examination within a reasonable period, requiring them to produce one original useful work in place of their Dissertation. It may not be out of place to mention here that the attention of the charitably-disposed noble-minded nobility of the land, desirous of endowing the University, may be invited to encourage graduates in this direction, so that the spread of healthy Vernacular literature may also be effected through this channel. While the pundits or munshis, that secure either the B.O.L. or M.O.L. Degree, can be expected to form a better staff of teachers of vernacular and classical languages in the Colleges and High Schools found all over the Presidency, these can also be usefully employed in the Revenue and Judicial branches of the Public service in the ministerial and clerical departments, since they are well conversant with the vernaculars of the country: and till this class of pundits, moulvies, is available for public service, it will be desirable to attach graduates and undergraduates of tolerable proficiency in the vernacular or classical languages, and imbued with Western culture, to the present class of pundits, moulvies, to prevent further neglect of vernacular study, and to lead the students to a critical and scientific study of their mother-tongue. If the principles enunciated above are recognised as wholesome, and reforms suggested should have the fortune of meeting with the approval of the Committee and the University authorities, even with slight modifications, then the desirability or otherwise of extending the

same principles for the higher courses (F.A. and B.A.) may be duly considered after ascertaining how the new system will work for a decade or so.

It now remains for me to conclude this paper which I was induced to write, having the interests of the University at heart as one of its humble alumni. The paper is likely to contain many a crude notion; but if it should have some practical suggestions noted down here and there, as oases in a desert, calculated to throw some useful hints during the deliberations of the Committee appointed for the purpose of considering the expediency of instituting an Oriental Faculty, I shall have been amply rewarded; and the suggestions may be taken for what they are worth. It is unnecessary for me to add that any substantial reform effected by the University for the good of the Indian nation in this Diamond Jubilee year, to be brought into full force three years hence (with reference to the Matriculation course, the commencement of the twentieth century will inaugurate a happy and healthy order of things most appropriate to the epoch-making era of Her Gracious Majesty Queen Victoria, Empress of India, and to the ever-lasting and crowning glory and enlightened policy of the British nation.

M. B. SRINIVASA AYYANGAR.

THE STUDY OF LANGUAGES IN INDIA.

The study of languages forms one of the most important parts of University education, and, although the subjects which are taught by a University are limited and cannot but be so, we find every University enforcing on its students the learning of at least two languages. To limit ourselves to the Madras University, the English language is given a prominent place in the field of liberal education, and justly so, considering that it is the language of the Rulers, the language of the State, the language perhaps most widely spoken in the world consequent on England's extensive political sway and influence throughout the world, the language most expressive of every shade of thought and meaning. As to the second language, a wide scope is given to students in

their choice. They are allowed to select for their subject of study one from the many Indian vernacular languages; Arabic, Persian, French, German are held out to them for selection, not to mention the classical languages which form necessary accompaniments to scholarship.

It is our object in the present article to expose in a few words the status of learning in the University, so far as the languages are concerned, unfolding the facts as they stand. It is not our purpose to enter into details, explaining and critically examining the different systems of learning them. Here, a few questions naturally suggest themselves. What means do our University students adopt, or rather what means are offered to them for the attainment of a sound knowledge of the languages they select for their study? What proficiency in the languages do they arrive at when they reach the goal of their University studies? What are the methods open to the study of the languages?

In order that we may understand better the subject in hand, it will be useful to trace and examine the progress made by our students in the study of languages from the Primary school upwards to the collegiate classes. Primary education, forming an introduction to higher studies, the first step of the great educational ladder, the foundation stone of the mighty and comprehensive mental structure, ushers the young tyro into the introductory knowledge of the English language. He is fresh from the tuition of his mother, able to lisp with facility the more common words of his native language, understanding at the same time their meaning; the child's faculties of observation have already begun to develop themselves. The first attempts of the Primary schoolmaster are to

teach the young student how to read and write. He next endeavours, with a view to advancement in the study of the language, to arouse ~~some~~ interest in the mind of the boy by connecting the words with objects—an object lesson which is but a continuation of that exercised by the mother on the linguistic faculty of the youth in the teaching of his mother-tongue. The meanings of English words are given to the boy either in the vernacular language of the place or in his native tongue. Thus, with a certain facility to read simple and common words, with a sufficient knowledge of the meanings of those words, with a tolerable capacity to write with slow and unsteady pen—of course he is not yet able to talk or write simple sentences in correct English—our student is introduced into the Lower Secondary department. Here begins a regular course of study of the language; short and simple narrative and descriptive essays are read out by the teacher as models for imitation. Here the boy finds himself introduced to the perusal and study of English text-books—a series of English Readers, rising both in style and difficulty from stage to stage, with various and expansive matter. After having secured success in the Lower Secondary examination he is promoted to the High school. Three long years of diligent application prepare him for the Matriculation examination, the first University ordeal the student has to undergo. Here let me enter a little more into details. Some years back, two papers were set for the Matriculation examination in the English language, one bearing on the text-books, and the other containing a piece for paraphrase and questions bearing on the language generally. Since the last five years, the University curriculum has been changed with a view to

securing greater attention to the study of English generally and the consequent increase of knowledge of the language. It must be remembered that English is by far the most important subject in the Matriculation examination, as it is through English that students have to learn all other subjects. Hitherto our Matriculation students trusted too much to cram with the deplorable result that boys were able to reproduce word for word certain notes which they had learnt merely by heart, but were unable to write in good English. Now the text-book has been removed, and great weight has been given to a general command of the language, and we should naturally expect now of a Matriculation student a good knowledge of English. But what do we find? After eight years of application to the study of language, after so many resources placed at the student's disposal, after a study of the rules of grammar and the peculiarities of the language, to our disappointment we may justly affirm that a new-blown Matriculate is not able to write an essay on any simple subject given to him in correct English from beginning to end. But some one may perhaps interpose here and say: "But the young student has not yet had an insight into the masterpieces of the language; the models laid out for his imitation are the works of mediocre English writers; he has not studied a Shakespeare, a Milton or a Macaulay; no opportunity has yet been afforded him to enter into the ideal style of the English language." This objection is very weak, if we consider the standard which is demanded of a Matriculation student. A good English style is not expected of a Matriculation student; but at least a correct simple English style should, to say the least, be the good fruit of his laborious efforts of so many years. Besides, the language is learnt from the very childhood of the

student and spoken in the class and outside the class. Even granting the truth of the objection, we should naturally expect from the aforesaid observation that students who have successfully stood the higher ordeals of the University and who have come off creditably in the F.A. and B.A. examinations should be able to handle successfully any subject in English. All the best English classical authors are prescribed as class text-books. He has made a study of the works of Shakespeare, Milton, Tennyson, Macaulay, Scott; and now he should be able to render a similar subject, if not in the original ideal style, at least approaching as much as possible the originals. But what do we actually see? Amidst so many students who secure the University degree of Bachelor of Arts, we seek in vain for a good writer in the English language, and if there be any they can be surely numbered on our fingers. This much can be safely said with regard to the English language.

It may be objected by some that English is a tongue quite foreign to the people of India, that there is no similarity of structure between English and the Indian languages. This is a difficulty which is alleged by every student of foreign languages, and it is just this difficulty that all foreigners have to contend with. It has been successfully overcome by many foreign writers in English. Besides, familiar intercourse with Englishmen should give our Indian students every facility of acquiring the language and making it their own. But in spite of all these advantages we find very few Indian students becoming good English writers.

What is said of the English language is also true of the Indian vernaculars. No general command of a vernacular language is gained by students, and the little proficiency made in

the vernacular by our Alumni is shown by the very small number of books produced by them.

This difficulty may be in particular applied to the study of the Classical languages—Latin and Greek. Students of Latin, after a lapse of many years spent in the study of the language, when they finish their University course find their knowledge does not stand them in good stead when they have to speak Latin or write a short essay in the language. Yet, they have made a study of the best classics. The classics very properly keep a prominent place in our system of liberal education. We may well judge the importance of the study of the classics if we but consider that modern civilisation is, to some extent, the outcome and development of the ancient civilisation of Greece and Rome. Almost every branch of scientific knowledge—history, law, medicine, astronomy—may be traced to the prolific mind of the Greeks. Greece has not only given us standard works in literature, models in art, and correct researches in science, but ideas which have been left for our development. The best English literary works have been modelled on the classical patterns, and we could not be able to understand our English literature without reference to ancient classical literature. To state the case in a few words; what the literature of Greece was to Rome, the literatures of Greece and Rome have been to ours. The classical languages claim our attention also from a linguistic point of view. Their knowledge is of great help in the study of comparative philology and general grammar. All this will lead us to the conclusion that the classical languages play an important part in the acquisition of a liberal education, the great advantages that accrue from a sound knowledge of them should encourage

a University student to aim at mastering them. Though few students of the Madras University choose the classics for their second language, yet these few find themselves, even after graduating, incompetent to talk, much less to write classical Latin or Greek in elegant style. Cicero, Livy, Cæsar, all masters of Latin eloquence and classical diction; Virgil and Ovid, masters of elegiac poetry; Horace, the great lyric poet; Sallust and Tacitus, masters of Latin prose, have all been studied by him—and with all the study of these great authors in the language, with these best classic models offered for our student's imitation, few can boast of having acquired a knowledge of the language so as to be able to imitate them in writing books. An objection may be raised here, namely, that Latin and Greek are dead languages and different from the living languages. In the case of living languages we study them for the sake of intercourse with our fellowmen, but Latin and Greek are no more spoken; the only way in which they can attract us is that by studying them, we can only read books and do nothing else. This observation is false, for the classical languages, from a rhetorical point of view, are not really 'dead', and for that very reason they should recommend themselves for our study. As regards the modern living languages, they change with every new generation; fresh words are imported into the languages; their grammar cannot be definitely called settled; a vast field is open for change and innovation. The phraseology and idiom of a modern language undergo reformation and fresh introduction, and we cannot say at what time a language will be settled. This will be very clearly seen if we count the great number of Indian words which have been imported into the English language from the time England

has had intercourse with India; and thus it is found that in every new dictionary of the language which comes out of the press a fresh page of naturalised foreign words is added. This cannot be said, for instance, of Latin. The progressive march of that language has come to a standstill: it has seen its highest development; it has passed its golden age, and further improvement it cannot undergo. So then, a classical student should, with all confidence and ease, take up the study of the classics with every promising hope of a perfect mastery of the tongue, having a perfected and settled ideal before him for imitation. As to the other part of the observation that Latin is not studied because being a dead language we cannot communicate with our fellowmen. We answer that though the Latin vocabulary consists of dead symbols, still those symbols can be sounded and pronounced. Wherein lies the difficulty to make Latin a living tongue, a language of speech? The high sounding declamations of Cicero and Demosthenes would lose their significance if they were not pronounced. Latin is the language of the Roman Catholic liturgy, it is the language used in some countries in teaching law, it is the language of philosophy and theology, and justly so from the exactness in expression demanded by the science. So if Latin can be spoken and is actually spoken, all the arguments in favour of method of conversation which are used in the case of living languages apply equally to the dead languages, by giving expression to the words, we make them part and parcel of ourselves and gain an intimate familiarity with the language; in short, we make it the language of our common conversation.

After having dwelt on the actual status of learning in the languages, and how far the means afforded conduce to their get-up by stu-

dents who take up their study, we are led to inquire into the cause of the difficulty that is found in mastering the languages. How is it that students of the modern school find themselves at a loss to write in a foreign tongue after having made a long and systematic study of eight or ten years? To what cause is this failure to be attributed? Surely, it cannot be laid to the charge of the Professors, nor can we in any way accuse the students of want of study and application. Where then have we to look for the cause? The mistake is to be ascribed to the system of teaching and studying the languages. Here two methods of learning a language naturally suggest themselves for our consideration; and it is our purpose to explain them without entering into a critical examination. The two methods are popularly known as the old method and the new or modern method.

The old method of studying the languages was adopted by the students of the old school, and it is the system which is even in our days embraced, where possible, by the learned order of the Jesuits. The Fathers of that Society would certainly adopt the system in their colleges, but for the requirements and standard of the University examination which force them to adhere to the new method. They have to look principally to secure a pass for their students, and this primary consideration demands a study of the language according to the modern method. The old method consists in entering into the heart of the language, in appreciating the style of the classical authors in the language, and in trying to be able to render the originals in as good style or nearly approaching them in elegance. Thus the old method does not care primarily to enter into the philological researches of the language; its chief aim is to grasp the beauties

of the language and to use the latter in speech and writing. Thus a student who follows this method will be able to read and translate a classical author, to write an essay in good style on any subject given to him, and to talk fluently in the language.

On the other hand, the modern method concentrates the attention of the student on the mere accident of the language. Philological study forms the most important factor in the modern method. Words are traced to their origin, their connection with other words of different languages is drawn. In this way the student does not notice or appreciate the beauties of the style of the classical authors in the language. In the end his knowledge is restricted to the peculiarities of grammar and the rules of derivation. How then can we expect the students of this method to talk and write in good style in a foreign tongue? No doubt, the study of comparative philology is of great importance and help in the study of a language, but it forms only an accessory part. Besides, comparative philology is still an unsettled science, many of the researches made into the origin and connection of words are often matters of guesswork.

Here a vast field is open for educationists in the University for consideration and improvement in the method of teaching languages, and we may expect a bright era in the future when our University sends forth her students with a masterly command of the languages studied, when our hopes for classical works in Indian languages will be realised.

LINGUA.

THE DRAVIDIAN LANGUAGES.

The South Indian Vernaculars, of which the chief are Telugu, Canarese, Tulu, Tamil, and Malayalam, form a distinct family, the

agglutinative Dravidian. While the Kols and their Kolarian languages are scattered in the North Indian River Plains, the Dravidians and their languages flourish in a compact form in close proximity south of the Vindyas. The Mahratti language is the only language south of the Vindyas, reckoned to be a Gaudian language, although the Mahrattas themselves are commonly stated to be a Dravidian people. "The Dravidians proved the stronger, broke up the Kolarians and thrust aside their fragments. The Dravidians then rushed forward in a mighty body to the South." (Hunter's Indian Empire, Page 103, 1893.)

The Dravidian languages have remained separate and maintained separate literatures for as long a time as we can look back its history, although the first formulation of grammar was not effected much earlier than the 8th or 9th century A.D. The possession of an independent grammar and literature being the criterion of a language, the members of the Dravidian group are each a language now. They, however, agree with one another so closely and on points so numerous, that it would not be wrong to look upon them merely as dialects, but for the fact that the parent language is now neither spoken anywhere, nor are its roots investigated as completely as the fundamental Aryan roots have been. It is only recently under the English rule that the people speaking the different South Indian Vernaculars have been brought together. Except a few European scholars, such as Dr. Caldwell, Mr. Kittel and Dr. Gundert, nobody possessing sufficient acquaintance with all the vernaculars and imbued with the principles of Comparative Philology has yet applied to them the comparative method of study. The Sanskrit Pundits, very skilful in tracing Sanskrit derivation, have ever disdained to read

and acquire the profane vernaculars. To trace the South Indian Vernacular words to Dravidian roots, to discover and enunciate the laws governing the transition from one member to another, and to fix the historical periods when variation took place, is the first fruitful clod which every person wishing to do good to the Dravidian India in which he has been born, will have to turn up in the immediate future. A Comparative Dravidian Grammar on the lines of Dr. Caldwell's work, but on broader lines, is however a desideratum. I fear that some of Dr. Caldwell's conclusions err too much on the side of Tamil. The late lamented Professor Sundaram Pillai has demurred to one or two of them.

Between the Dravidian languages, the agreement is perfect, not only as to vocabulary, but also as to syntactical structure, grammatical formatives, idioms, proverbs and the course which literature generally has taken. What is a current colloquial word in Tamil, quite unintelligible to the Telugu-speaking man, finds place and is allowed in the Telugu poetry. The word *Tandai* (father) seldom colloquial in Tamil, but found in Tamil literature, is colloquial in the Canarese Mysore. One and the same colloquial word is found in every Dravidian language with differences more apparent than real, but sufficient to prevent identification by an ear unaccustomed to the local variety, although the common root is discernible. The word *Niru* (water) appears in various intonations and disguises in all the Dravidian languages.

The syntactical principle admits of no variation; for the members of a family cannot depart from the typical syntax. The Dravidian languages do not tolerate clauses, common in and essential to the Aryan family. The subordinate clauses in English sink to

the position of adjuncts in the sentence in the Dravidian family, which strictly disallows more than one finite verb in the same sentence. Variations due to declension and conjugation are made with rudimentary pronominal affixes, whence the family is named agglutinative. These affixes are quite the same in all the Dravidian languages, in regard to their vowel portion, there being an apparent variation as to the consonantal portion, accountable under laws governing the general transmutation of consonants. The causative verb takes the vowel sound *i* throughout. The idiomatic phrases and proverbs are intrinsically the same. Whereas translation from English or Sanskrit or an Aryan language requires re-arrangement in every Dravidian language, translation from a Dravidian language into another kindred language is altogether a matter of word substitution, the word wanted being partially suggested by the root present in the word to be translated.

Curiously enough, the Dravidian literatures have had the same development both chronologically and substantially. Their career and their periodical literary characteristics exactly coincide.

Some time before the Christian era, the Dravidian people in the whole Peninsula were fetish worshippers, with faith in malevolent spirits, appeased by cruel rites, which are still practised in mitigated forms and which permeate Aryanized rituals now in observance. In the early centuries after the Christian era, Buddhism spread to the South and the earliest literature extant in every Dravidian tongue is the work of Jaina authors who popularized literature in very early times all over India. Jainism must have been the prevailing faith in the South between 100 and 500 A.D. The

Jaina literature was simultaneous in every Dravidian language and treated of kindred subjects.

The Jains contributed the earliest Nighantus (Dictionaries) and grammars, which were almost contemporaneous in every Dravidian language. The earliest epics were their contributions too, similarly made. About 1000 A.D. Hinduism was revived, Jainism was put down and its literature burnt or revised with the Jaina features suppressed and the Hindu Puranic ones considerably added. This Hinduism was not the Aryan faith that had prevailed in Upper India in the early centuries following the first Aryan settlement, but a faith which borrowed many principles from the pre-Jaina and Jaina practices. This religious revolution was effected at the same time in every Dravidian community and with the same literary results. The literary works produced subsequent to this religious revolution breathe alike sectarian intolerance, abject faith in miracles and legends and slavish subservience to the canons of Composition and Rhetoric in Sanskrit, most authors being Brahmans. "A.D. 1254, *Mahabala Kavi*. From this period the Jains who had hitherto had the field entirely to themselves appear, only now and then, among Kannada authors, their place being taken by Lingayet writers till 1508, when Brahminical works make their appearance with the Kannada translation of the Mahabharata." (Rice's Canarese Sabdanusasana, Page 38.) It is at this point that the Dravidian literatures have remained. The very few persons educated in English literature, not worth mentioning, compared with the bulk of the population not so educated, including the wives of the educated few, have no doubt acquired a taste for realistic literature; but this signifies nothing, when so many in the country

are still unable to appreciate any literature but what contains the miraculous and the legendary. This is the present condition of literature in every Dravidian language, a condition attacked with force and effect by Bacon in his *Advancement of Learning* in reference to European literature. The colloquial vernacular, which could not stand still, has widely departed from diction in literature, namely, poetry, which is archaic in the same manner in every Dravidian language. The Departmental Prose Readers, publications by missionaries, one or two recent literary works by graduates and lyrical doggerels, are exceptions to this archaism. Otherwise, the popular taste for literature has remained without improvement. It is still the miraculous that gratifies the people. A few specimens are here given:—

Tamil.—The ruling maiden amazon of Madura, south of Trichinopoly, weds Siva, the Supreme Being, the ruler of the Celestial mountains, whom, expecting to be present at the wedding with an immense celestial following, she provides dinner accordingly. But the bridegroom, to the bride's wonderment, is attended by a single companion, for whose appetite all that has been provided proves altogether insufficient.

The Vaishnava saint, Tirumushi Alwar, happening to meet with the Supreme Deity of the opposite sect, the latter is consumed to ashes by the light bursting from a point on one of the former's toes against the light from the third eye of the latter, which alone could consume all Nature.

Telugu.—Bhima Kavi, a poet, having been excluded from a dinner party owing to his low birth, extemporizes verse which turns every grain of rice in the dinner into a frog, and versifies the frog's back into rice on his admission.

In these passages the incidents are miraculous and the rhetorical device is coarse hyperbole. Sectarian vehemence is another literary device.

If it is objectionable to be superstitious, because superstition would place us on a wrong track; if finery is objectionable, because it would dispense with the need to be attentive to personal cleanliness and neatness, poetry, relying upon the miraculous for effect, is similarly harmful.

In English poetry, nay for that matter, in any poetry, the national legends embodying national sentiments, have to be taken for the groundwork, but the treatment they receive from a Shakespeare or from a Tennyson is essentially realistic. In the Dravidian literature, the miraculous runs throughout. This kind of treatment had its origin in the religious literature organised by the followers of Chaitanya (1486—1527 A.D.) to arouse deep devoutness considered sufficient to secure salvation to any man. Religious sentiment dominates the poetical and the latter is continuous with the miraculous. Dr. Hunter is much satisfied with the number of works issuing annually from the press; but the greater portion is Puranic and sectarian.

Is not this sort of literature holding the Dravidian mind under a spell, to be counteracted by introducing a more realistic literature on the lines of English literature? The latter having a start many centuries later, has, owing to undaunted activity and to research conducted in a scientific spirit, outstripped the Dravidian by a distance and by an acquired capability of expression, very difficult for the Dravidian literatures to acquire for many centuries to come, even supposing that well-directed persistent efforts are made from the present moment. Should not every one of us try to

contribute to usher in a period of social life when it will not be uncommon for a middle class Dravidian, when at leisure in the evening, to read to his family circle, as was the Vicar of Wakefield's wont, quietly from a Dravidian author? Such a practice is a common occurrence in English life.

Time has arrived for no longer shirking the duty to provide reasonable healthy literature. Small beginnings have been made in Tamil, Telugu, Canarese and Malayalam in which high class journals are already circulating. In Bengali, Gujarathi and Mahratti more success has been achieved.

The following practical measures appear to me to be immediately necessary and feasible:—

(1) Pagodas, choultries and public endowments originally intended to be educating agencies, but now spending their income upon indiscriminate feeding and public shows, may be brought under financial control and required to maintain public vernacular libraries and local museums and to publish and sell their own calendars in the vernacular language regarding their foundation and administration, including accounts of local traditions. Under an annual budget system, once introduced, an allotment would be forthcoming for these purposes. In a decade, there would be respectable additions made to facilities for public enlightenment. Legislative provision may be felt to be wanting in the Madras Presidency, but the enlightened gentlemen who are now the managers may quietly introduce the reform.

(2) A strong body may be formed in Madras for promoting Vernacular literature, duly incorporated, with representatives for Canarese from Mysore, for Malayalam from Cochin and Malabar, for Telugu from Nellore, Kistna and Godavari. Or the Madras Government may allow Canarese and Malayalam

to be looked after by the Maharajahs of Mysore and Cochin respectively, the books these Rulers encourage being, as a matter of course, recognised by the Madras Government and the University.

The Committee may hold funds collected from public subscription, grants from Government and grants from the University. Once a year at least meetings may be held and questions connected with the Vernacular literature discussed and settled, text-books fixed and recommended and an annual administration report submitted to Government. It would be a distinct advantage for either the members of this committee, or persons recommended by them, to be appointed examiners annually for the Government and University examinations in the Vernaculars, authors of original Vernacular publications being allowed to have preferential claims.

It would be also an advantage if the appointments of Translators to Government could be included in pensionable service and they could devote their whole time to their duties, being placed in a central office where Government translation could be expeditiously done by mutual consultation.

The Committee should include among its members, Zemindars and purely vernacular scholars of note. A committee of this description was proposed by me some years ago in the pages of the *Madras Journal of Education*, under the strange title of a Lower Senate. The present School-book Committee, Text-book Committee and Boards of Studies should be amalgamated.

(3) The University should maintain an Assistant Professor for each Vernacular language. He should devote his whole time to writing, publishing and conducting in his

special language a monthly journal in which full reviews of publications and original articles and translations should appear. Standard vernacular authors should be published by the University which holds a peculiarly favourable position for publishing work. Translations of Histories in English may be in the initial stage brought out and prescribed for the examinations in the Arts' course.

(4) The Oriental Side now under consideration need for the present only organise a number of public examinations for conferring the title of Pundit. An Oriental side to every examination now going on is unworkable. Pundits thus passed should be eligible for teacherships in Schools and Colleges and for lower appointments in Government service. Pundit examinations are working splendidly under the Government of His Highness the Maharajah of Mysore.

(5) Students attending Schools and Colleges and Members of Students' Homes may be made, from the Lower Secondary class upwards, to keep diaries in their vernacular, noting holiday excursions and experiences; those of sufficient means, particularly Minors under Government control, encouraged to undertake foreign travels and to publish their diaries in the vernacular on their return. In Colleges, every literary society should have vernacular meetings.

(6) A fixed proportion of the annual allotment for the library in schools and colleges should be spent upon vernacular books, every Province speaking a particular vernacular being at liberty to keep in the library books in the kindred vernacular languages also.

T. R. RAMANADHA AIYAR.

EDUCATION IN COORG.

The little Principality of Coorg came under British rule in 1834. It was not, however, till some twenty-five years later that any serious attempt was made by Government to give the Coorgs instruction in English. In fact the Coorgs themselves were practically the first to move in the matter. The more enlightened of them saw that as Coorg had become a part of the British Empire, it was absolutely essential that their children should learn English if they were to take any part in the future administration of the country. They, therefore, petitioned Government to help them with funds for the purpose of building a school in Mercara. This is the famous petition of 1862, and it is really a remarkable document in its way. Mr. Bowring, the Chief Commissioner of Coorg at that time, in forwarding the petition to the Government of India, said:—"It has rarely happened in India that a whole race has come forward in this manner, putting aside traditional prejudices, to meet half way the earnest wish of their Rulers, that they should educate themselves, and it is especially remarkable among mountaineers in this country, as the hill races are generally far below those of the plains in their acquisition of knowledge." The purport of the petition was to the effect that the Coorg Headmen, recognising the necessity of their children being taught English, had agreed to subscribe among themselves a sum of Rs. 6,000 towards the building of a school in Mercara, provided that Government should be willing to assist them. The petition, of course, was readily complied with, and the present buildings, known as the Central High School, were at once taken in hand. They were completed in 1869 at a cost of Rs. 32,548. Of this sum, the Coorgs subscribed Rs. 9,721, the Europeans in Coorg Rs. 471; the sale of the old school-house brought in Rs. 6,500, and Government paid the balance.

Mr. Richter, the first Headmaster of the school, was chiefly instrumental in this movement. It

was he who influenced the Coorgs and convinced them of the necessity of their children learning English. All honour is due to him, and in the annals of Coorg education he will ever stand out prominently as the pioneer who smoothed the way and gave Anglo-Vernacular instruction in Coorg its first impetus.

Mercara holds rather an isolated position. It is true that it is the seat of Government, but it is very far from being the centre of the Coorg population. In the neighbourhood there are but few Coorg houses, and so it was early seen that unless some provision were made for boarding the pupils, the school could never prove a success. The school buildings included a boarding-house, sufficient for the accommodation of nearly a hundred boarders, but the difficulty lay in providing some means for its up-keep. To meet this difficulty Mr. Richter hit upon an excellent plan. This was to open a coffee estate and thereby endow the boarding-house and so make it independent of Government aid. With the assistance of twelve of the leading Coorgs, he started a fund. This was in 1865. The money subscribed, however, was not given but lent, and it was to be paid back to the subscribers with 5 per cent. interest, as soon as the estate should prove a paying concern. The sum subscribed was a little over Rs. 7,000, and a piece of land of about 300 acres in extent was obtained as a free gift from Government, certain claims to it having been relinquished by Colovanda Subiah in favour of the school. After many vicissitudes of fortune, and which at one time almost threatened to ruin the undertaking, it proved a success. The debt was paid off and the estate leased out at an annual rental of Rs. 3,100. This was in 1880, the year in which Mr. Richter retired from the Coorg Educational service. Since that time the school has reaped, and it is to be hoped will reap for many years to come, great benefits from this fund which is known as the School Plantation Endowment Fund.

But to return to the school. It had, of course,

a lowly beginning and it was years before it reached its present standard of a High School. During Mr. Richter's time, the curriculum practically went up only as far as the Middle School standard, and, in fact, in those days few, if any, of the boys attending the school appeared for any public examination. Mr. Richter's aim was evidently to give the youth a general education irrespective of examinations. Among the subjects then taught were the Elements of Botany, Physiology and Geology. Even singing formed a part of the daily routine. Indeed Mr. Richter took great pains to instruct the Coorg youth in this last accomplishment, and in one of his annual reports he says that he hoped the time would soon come when the hills and dales of Coorg would resound to the merry songs the boys carried away with them from the Central High School. This hope, however, has not been realised. A change has come over the spirit of the dream, and in these days of examinations there is little time to spare for such accomplishments. That sweet Arcadia in which Mr. Richter lived has had to give place to the sterner needs of the present time. Then it was not necessary for the Coorg youth to pass any examination to secure a Government post, for the candidates were few in number in comparison with the vacancies. The reverse is now the case, and even the lowest Government appointment requires that the applicant should have passed at least one of the public examinations. The great change that has taken place in the education of the Province since those days is nowhere so plainly visible as in the annual reports. In Mr. Richter's time they were long and interesting accounts, full of pleasant reading. Now they are short and business-like. Take, for instance, the reports of 1868 and 1870. In the former there is a long description of a treat that was given to the boys of the school at the Rajahs' Tombs, and in the latter the address delivered by the headmaster at the Annual Prize Distribution is printed *in extenso*. They both form pleasant reading, and in them

educational matters are touched upon in a happy and genial style. Still, little or nothing is said about results in examinations, that bugbear of the schoolmaster of the present day. Well, if we contrast those reports with any of recent years, we shall see at a glance the great change that has taken place. The most important subject nowadays is the results of the pupils who have appeared for the various public examinations. These are first discussed, and the working of the school judged solely by them. They are the one thing that both masters and boys are ever toiling to achieve. Such is the case everywhere, and it is all too true that "the old order changeth, yielding place to new."

But to continue; Mr. Richter retired from the post of headmaster in 1879, and Mr. Marsden, B.A., who is at present the Senior Inspector of Schools, Central Circle, Madras, was appointed in his stead. Unlike his predecessor he aimed more at preparing the boys to pass examinations than giving them accomplishments. He infused a new spirit into the school and fitted it for the rôle it has since played. Subjects which did not help the students to pass examinations were discontinued, and the school was soon brought up to the level of similar institutions of Madras and Mysore. Then, too, for the first time, the pupils of the Central High School went up for and passed the Matriculation Examination of the Madras University.

Besides holding the post of headmaster, Mr. Marsden was Inspector of Schools, Coorg. This dual appointment, however, was done away with when the present incumbent, Mr. C. W. Moss, B.A., of St. John's College, Cambridge, was appointed to the post of headmaster. The inspecting work of the Province is now in charge of one of the Senior Inspectors of Schools of the Madras Presidency.

The average number of pupils attending the Central High School, for the last ten years, is a little over three hundred. Coorgs, of whom some

seventy or eighty are boarders, form about two-thirds of this number.

Besides the Central High School there is one other large Anglo-Vernacular School in Coorg. This is the Government School, Virajapet. It teaches up to the Lower Secondary Standard, and, being practically in the centre of the Coorg population, has a large attendance. In fact as far as numbers go, it is the largest institution of the Province, and has on its rolls something like 350 boys.

There are three other Anglo-Vernacular schools in Coorg, but they are small in comparison with the two already mentioned, and only teach up to the Primary Standard.

Female education in Mercara has not been very successful. In Mr. Richter's time a girls' school was built close to the Central High School by Mr. Colovanda Carriappa, the first Coorg pupil of the English School of 1856, and one of the most enlightened men that Coorg has known. He made the building over to Government, and at first it looked as if his hopes were going to be realised. However, after the novelty had worn off, the girls, but few in number at the most, all left, and the building is now used as a Normal School. The great mistake was to have had it built so close to the boys' school, and it is strange that it did not strike Mr. Richter in this light. Then again the question of where the girls were to come from ought to have been considered. There are but few Coorg houses in Mercara, and consequently the number of girls is small. The idea, however, was that the girls should be boarders, but there are few natives of India who care about their daughters leaving the parental roof for the sake of education, and so the school dragged out a short and indifferent existence.

Another effort was made some two or three years ago to resuscitate the school but with no better success. This time the school was located in a building in the Fort, and at first it was fairly well attended, but soon the numbers dwindled

away and the school had to be closed. So far then the movement has not been successful in Mercara. The rich Coorgs prefer to employ governesses in their own houses, and the others are either not sufficient in number or are too apathetic in the matter to make a girls' school in Mercara a success. This, however, is not the case in Virajapet where there is a large girls' school with an attendance of nearly a hundred pupils. It is the only school in Coorg attended exclusively by girls. No fees are levied at this school which may in a way account for its popularity. In the village schools the girls sit along with the boys, and the number of girls attending all classes of schools in Coorg is nearly 900.

In addition to the schools mentioned above, there are 57 vernacular schools with a collective attendance of 3,382. These are all primary schools. The teachers are not highly paid, their salaries rising from Rs. 7 to Rs. 12 per mensem. The latter is the maximum pay which is only earned after ten years' service. This scale of salary was fixed some twenty-five years ago and has remained unchanged all these years. To train the masters for these schools there is a Normal School in Mercara. In addition to this training the teacher is expected to pass the Lower Secondary Examination in the vernacular before he is given an appointment.

A peculiarity with regard to Coorg education is the plough-tax. This tax was in existence before the Province came under British rule, and the Coorgs desired that it should be revived to meet the expenditure on education. A sum of about Rs. 5,000 is annually derived from this source.

That the Coorgs are not backward with regard to education may be gathered from the following remark of the Inspector of Schools in his report of 1893:—"The Coorgs, as regards education, stand second to no other race in India. Nearly every Coorg boy and quite 25% of Coorg girls are at school."

Before concluding this article on Coorg education, I should like to add a few words about the Coorgs, who, with their distinctive dress and bold athletic bearing, fail not to attract general notice. Their origin is lost in myth and has been the subject of much conjecture. But let their origin be what it may, they are certainly a fine race and they might with justice say they are too proud to care from whence they came. The rain and the storms of their mountain house have yielded them together and made them a fine body of men. In education, of course, they have not had the advantages of those who dwell on the plains and so are greatly handicapped. Still, they are not wanting in ability, and on the whole are eager for knowledge. Their great ambition is to get into Government service, and this stimulates them in the race for learning. Proud and independent, yet frank and open in their manner, they are a people one cannot help admiring, and long may they retain those bold characteristics which distinguish them as much from the neighbouring races as their country differs from the low-lying plains.

C. W. M.

THE FEMALE AUTHORS OF ENGLAND. UP TO 1700.

For purposes of convenience, the History of England's authorship may be divided into *three* periods. The *first* of these periods extends from the earliest times to 1400 A.D., the year in which CHAUCER, the father of English Poetry, died. With this period I have little or nothing to do, as our records do not mention a single *female* author, whose name adorns the literature of England from CÆDMON to CHAUCER. A glance at the political history of this period will show us how unsuitable it was for anything like progress in the arts of peace, to say nothing of literature. It is indeed surprising that we have any literature at all to grace it, because from the earliest times to the Norman conquest and from the Norman con-

quest to the year 1400, England was in an utterly unsettled state: Saxon fighting against Dane, and Norman against Saxon. England was a kingdom divided against itself, for the Saxon and the Norman, though both obeyed the same king, were not as yet friendly disposed to each other. There were, nevertheless, intervals of peace which, fortunately for us, gave us the writings of such men as ROBERT OF GLOUCESTER, ROBERT DE BRUNNE, LANGLAND and CHAUCER. The state of education during this period was lamentable. The monasteries, in particular, founded at first as abodes of piety and letters, soon became the haunts of idleness and superstition. Education was at a very low ebb. "Was this to be attributed to any inherent deficiency in intellect, or disinclination to the pursuit of knowledge, from the toil and difficulty with which it was attended? We scarcely think that any will venture to answer in the affirmative. The cause is to be found in the unsettled state of the people. Learning being a plant of slow growth requires a long and peaceful interval." This it had not. Still, however, the opportunities that offered themselves, such as they were, do not appear to have been wholly neglected. In this state of affairs that produced so very few male authors, can we be surprised at the absence of female authors?

The second period extends from 1400 to 1558 A.D., i.e., from the reign of Henry IV to the beginning of the reign of Queen Elizabeth. This period, too, like the previous one, is destitute of female authors, and the reason for this must also be found in the social condition of the times. The education of women, as we find in the histories of almost all nations, was a matter to which no importance was attached, till within, perhaps, the last two centuries. When men found it difficult to be educated, it was not possible that women could be educated at all, though among the higher classes we do find a few educated women who appear as dim lights in the dark. "When we direct our attention," says an historian, "to the condition of learning and literary

society in general as they existed in England at this period extending from 1400 to 1485, we cannot fail to be struck with the small progress that had been made, contrasted with the ample means of improvement that were now in operation. CAXTON, so early as 1477, had set up his printing press and had soon such active imitators, that before the close of this period English books were printed, not only for home use, but for foreign exportation. The erection and endowment of colleges were still going on both at Cambridge and at Oxford, and public libraries were founded and enlarged. But in contrast to all this, there is scarcely a literary name or a scientific discovery to be found worth mentioning. But when we turn to the causes of the general depreciation of literature, we can easily discover them in those which had also a paralyzing effect, although in a far less degree, upon the gainful pursuits of merchandise. During nearly the whole of this season war was at its highest ascendancy, and every active aspiring spirit found more congenial occupation in French conquests and the civil commotions that followed, than could be obtained in the peaceful cloisters of a College." These remarks apply to that period of England's history extending from 1400 to 1485. And yet, if we glance at the history of literature that covers this period we are not altogether disappointed, as the writer above quoted would have us expect. We find names worth mentioning. We have OCCLEVE, LYDGATE and SKELTON, not particularly grand, it may be, but surely worth "mentioning." From 1485 to 1558 learning and "literary society" became more progressive, stimulated by the invention of printing and the "new impulse" given to the intellect at large by the Reformation. Still nothing definite can be gathered of the education and learning of the women of this time. Among the shining lights of this period is SIR THOMAS MORE (1480—1535), a man of remarkable learning and talents, and yet this man, so wise, so learned, married, as his second wife, a woman of very inferior education.

Can we, from this circumstance, draw any inference as to the education of females, in general, at this time? Perhaps we may. But there are two names we must not overlook. The first is JULIANA BERNERS, one of the earliest female writers of England. HOLINSHED says that she was "a gentlewoman endued with great gifts, both of body and mind, and wrote certain treatises on hawking and hunting, delighting greatly herself in those exercises and pastimes." The poet LEIGH HUNT gives a rather amusing account of Juliana Berners—"She was," he says, "the ancientest poetical lady who leads the fair-train in a manner singularly masculine and discordant, blowing a horn instead of playing on the lute; for the reverend dame was a hunting parson in petticoats. She is the author of three tracts well-known to antiquaries, on Hawking, Hunting and Armoury heraldry: and her verses, as might be expected, are more curious than bewitching" (LEIGH HUNT's *Men, Women and Books*).

"Next to her," to continue my quotation from LEIGH HUNT, comes poor "ANNE BOLYEN (the queen of Henry VIII), some verses attributed to whom are very touching, especially the second and last stanzas, and the burden:—

O deth ! rocke me on slepe,
Bring me on quiet reste ;
Let passe my verye guiltless goste
Out of my careful brest.
Toll on the passing-bell.
Ring out the doleful knell,
Let the sound my deth tell,
For I must dye ;
There is no remedy ;
For now I dye.
Fairwell, my pleasures past,
Wellcum, my present pyane ;
I feel my torments so increse
That lyfe cannot remayne.
Cease now the passing-bell ;
Rong is my doleful knell,
For the sound my deth doth tell,
Deth now draw nye ;
Sound my end dolefully,
For now I dye.

Here a reference to the unfortunate LADY JANE GREY may not be uninteresting. Though not mentioned as an author (perhaps she was, who knows?) yet she was a lady of much refinement and learning. FULLER in his "Holy State," says—"She had the innocence of childhood, the beauty of youth, the solidity of middle and the gravity of old age..... the birth of a princess, the learning of a clerk, the life of a saint, yet the death of a martyr, for her parents' offences." She was but 17 years of age at the time of her death.

(To be continued.)

OBJECT-LESSONS—THEIR USE AND ABUSE.*

BY H. COURTHOPE BOWEN.

That the ideas which prevail on the nature and aim of "Object-Lessons" are varied, and many of them somewhat confused, I suppose we shall all admit. Some teachers and writers, for instance, seem to imagine that, if objects are present in a lesson, the exercise is sure, in any case, to be intuitive; or that, if they talk themselves, and get the children to talk, about objects present or pictured, the lesson must be a good one in the right mode of acquiring knowledge, and the information acquired valuable in itself. With much labour we sometimes arrive at such results as that glass is transparent, that iron is opaque, that water is fluid, and the like—true, no doubt, but of no practical help in organizing knowledge, and, at best, only explanations of the meanings of words by means of concrete objects. Not very long ago I read the printed sketch of a lesson on a cup and saucer—one of the most important results was that the material was translucent, hard, brittle, glazed. Another lesson was on "the cow." Of course, the cow was not present. We were given a small picture instead. After half-an-hour's talk—which may have been a good exercise in talk—we arrived at the following result, which was to be written in copper.

* From the *London Journal of Education*.

plate hand on the blackboard:—"From the cow we get milk and beef." I could not question the accuracy of the former assertion; but I did earnestly hope that the latter is not universally true.

Of course the best way to understand how these—well, varied—ideas on the aims of object-teaching came into existence would be to study the history of the introduction and the use of concrete objects in the school-room. But, as time will not allow me to take you over so large a field to-day, I must restrict myself to merely stating the results of such a study. Briefly, then, the purposes for which, from time to time, concrete objects have been introduced into teaching are as follows:—(1) to render vivid and intelligible the subject-matter of books and spoken language; (2) as a means for imparting a vocabulary intelligently, and giving pupils something to talk about; (3) as (a) that about which information of some kind can be given or gain indirectly, and as (b) that about which the pupil may personally gain some knowledge; and (4) as a means for providing mental exercises, and producing mental development.

In the main this order is the historical order. These purposes, you will allow, are not by any means identical. Let me mark the distinction between two of them more clearly. Suppose the object we are to use is "a lump of salt." After asking a few questions about its appearance and obvious characteristics, and about its uses as known to the pupils, we might proceed, by the aid of pictures and, perhaps, models, to describe the forms and the places in which it is found—a salt mine and the manner of working one, other uses of salt than those already named, &c., &c.—and long before the lesson was over the lump of salt might have been removed without any one noticing the fact. And why? Because the attention and interest of the pupils had been focussed, and kept focussed, not on the lump of salt, but on the narrative of miscellaneous information, and on the pictures and models. But we might

have proceeded in another way. We might, for instance, have wanted our pupils to gain a personal knowledge of salt, and to be exercised in observation. Our main effort would then be to attract the eyes of our pupils' minds, and to keep them intelligently fixed on the lump of salt and on our dealings with it. We, in that case, induce and foster comparisons between it and other like and unlike substances; discuss and carry out experiments which will bring out the salt's properties clearly; and so on. If the salt were removed, the lesson would come to an end at once. By the first kind of lesson we should gather and convey some miscellaneous information, and cause the exercise of some imagination, mainly imitative. By the second kind of lesson we should produce some knowledge—real as far as it goes, the informal beginning of science; while the pupils' minds would have been exercised in observation, judgment, and simple inference. And let me note, further, that, until the pupils' minds have been thoroughly exercised in this second way, the exercises in imagination, imitative and creative, will not be very valuable.

I might go on and give further illustrations of the differing purposes in object teaching which I have enumerated; but I think what I have given will be sufficient. Unfortunately, the distinctions I have endeavoured to mark are more often than not ignored by the writers of object-lesson books—at any rate, in England. All the purposes are hopelessly mixed up, and all the lessons called indiscriminately "object-lessons," with a result far from satisfactory. Here, for instance, is what is commonly laid down as a general precept: "The teacher should see that the pupils' answers are given as complete sentences." For my own part, to speak quite frankly, I cannot conceive of any more ingenious device for destroying the very life of every object-lesson in observation; that is, the simple spontaneous activity of the children's minds. When observing and experimenting on an object, and especially when really interested in what they are

doing, children do not naturally make answers or remarks as complete sentences—*nor do we do so ourselves*. I have known a teacher blamed for, say, allowing the children to answer "red" to the question: "What is the colour of the flower in this picture?" Honestly, I was a little puzzled till the matter was explained—and still a little even after that. I was told the teacher should have required the children to answer: "The colour of the flower in the picture is red." I thought of Ollendorff, and shed a silent tear—even he would hardly have been so stern. But, really, in the sacred name of childhood, let us at least try to be natural. When we have the material for complete statements—that is, at the end of the lesson—we may very well exercise a little precision about complete sentences, if the facts which they record are meant to be remembered; which will not always be the case if mental exercise rather than the imparting of information be our aim. In lessons of observation, our chief task must always be to arouse, sustain, and direct our pupils' own spontaneous activity; and, when attempting to do this, it will be found, in the main, best "to keep up the fire and leave the generous flames to shape themselves." Of course you will see, from what I have already said, how the misconception has arisen. It is from the idea that it is an important, nay, an essential, part of the purpose of every object-lesson to teach the use of language. No doubt objects and pictures are of great use, especially in the earliest stages of language-teaching, and, at the proper time, they should be freely used. But, on the other hand, as all experienced teachers know, there is no fault more fatal in teaching—especially when the pupils are young—than confusion of aim.

I would plead, then, for discrimination—at any rate, to this extent. I would technically call "object-lessons" all those in which the presence of the object throughout is essential. These will include what I have marked as 3 (b) and 4, in the former the aim being to personally

gain some knowledge of the object and its properties, and in the latter mental exercise with a view to mental development. All the others I would class as "lessons with objects"—*observing* amongst them, too, the distinctions indicated. In the time left me I will deal with the former, viz., "object-lessons"—adding only a few words about the latter, as they lie somewhat outside our present topic.

Object-Lessons.—The lessons I have classed under this head are commonly, in their earlier stages, described as "intuitive." By intuition is meant that process by which mind immediately, directly, without reasoning or analysis, gains a knowledge of things. In other words, it is the process of gaining knowledge, or, rather, the rough materials of knowledge, through the senses of sight, touch, hearing, smell, taste, and muscular sensation. (Properly speaking, we should not use the term "knowledge," until the mind has worked up its sense-material into higher forms.) Our business is to exercise the mind, or our consciousness, under the direct stimulus of sense-impressions; and, at first, what we have chiefly to do is to insure that these sense-impressions shall be vivid, distinct, and clear. But, before long, we shall have to add something more. As soon as we attempt to describe our experiences we shall find that we need terms which imply *relations* of things to one another—relations of space, time, similarity, &c.—and our impulse to communicate experiences will inevitably, therefore, induce the focussing of consciousness on these relations; which will include relations sometimes between present sense-impressions only, and sometimes between these and the recalled results of past impressions, i.e., ideas. And, further, we must bear in mind that when we are observing any object, i.e., when an impression is focussed in consciousness, we are aware of the non-focussed presence of much else, which we can render focal if we please, but which remains dimly hovering in the margin of consciousness until we do so. This marginal material may consist of

non-focussed impressions, or of ideas which association has partly recalled. A man of science, when observing, has his margin of consciousness full of rich and suggestive material, which, at any moment, may afford a valuable clue; for an infant the margin is almost empty. The force, richness, vitality, and pleasure of an impression will depend largely on the contents of the margin, and how these are brought to bear on what is focussed. From which we may deduce this precept: Do not neglect your pupil's margin of consciousness, but stimulate it, vitalize and use it to the best of your power—without, of course, allowing it to distract or dissipate attention.

Very many of the precepts usually given are merely matters of common sense. For instance, let the pupils be fitly seated, the objects be plentiful, of the right size, well placed, &c., all external attractions and distractions removed, and so on. There is one, however, which, I think, is far too often forgotten. Let the teacher at first speak to the pupils as much as possible through things, and as little as possible through words. There are more ways than one of doing this; but one of the best ways, when, for instance, we wish to draw marked attention to some characteristic of an object, is to present the object with (a) a few others which are like it in every noticeable respect except that of the one characteristic, and then (b) with a few others unlike it in every noticeable respect except in that one particular. Then, with hardly a word spoken, the characteristic will leap into prominence. Suppose we want to bring out the characteristic "net-veined" of a leaf: we would present with it first other leaves as like it as possible, only that they are not net-veined, and afterwards other leaves which, though in most respects very unlike it, are nevertheless net-veined. In this way we speak through sense-impressions other than those of verbal speech. A caution, however, is necessary: we must be careful that the imported objects do really draw attention to the particular charac-

teristic and not to something else. I have seen lessons partly or wholly fail through neglect of this: as when ill-chosen pictures were introduced to illustrate or explain a point, or when flowers were used in a simple lesson in number, and their colours, and forms, and scent, drew all the attention to themselves. The point you wish to draw attention to should be the most striking point in the new objects; or, at any rate, it should be prominent enough to attract minds already somewhat prepared to look out for it. There should be no predominant other attraction.

Now, all who know anything of children know that observation is never for very long interesting to them—unless they expect some result to follow. Their curiosity has to be awakened and kept awake. To secure this the associated ideas in what I have called the observer's "margin of consciousness" should be touched on and brought into form just sufficiently to give a glow of interest and a feeling of significance and connectedness—though, like the notes to a piece of literature, they should not draw too prolonged attention to themselves, but rather focus the attention more intelligently on the text. A result of some kind should be indicated, or, better still, provided for. However slight and temporary it may be, it will be better than nothing. Best of all, if it can be put to some kind of use there and then. A far-off and merely speculative result or advantage will not interest children very much. Hence, in my opinion, it is nearly always best to make the aim of an object-lesson observation plus something else—that something else springing from the results of the observation. So we may have:—

1. *Observation plus classification*—the latter being at first more or less informal. After noting the most striking characteristics of certain objects and their relations to one another, we may require the children to place the objects in groups according to their likenesses and unlikenesses, to add a short description of each group, and,

lastly, to append to each group fresh examples supplied by the children themselves. Or, again:

2. *Observation plus simple inference* as to cause and effect—in which the effort to infer will react on the margin of consciousness. Or, lastly:

3. *Observation plus simple constructive imagination*. From what they have observed, and from their other experience, the children may, in the case of an animal or a plant, imagine its ordinary habitat, mode of life, &c.

The best sources for the materials for these three kinds of lessons are undoubtedly natural history, botany, simple physiography or physics, and objects and arts of common use—though the last lend themselves more readily, I think, to lessons in which miscellaneous information is the aim.

I might, of course, add *observation plus doing*; but this would take me into the kindergarten, with which I have not attempted to deal here. With older children the *doing*, as a rule, had better come in a separate lesson.

I need scarcely add that in my opinion—especially when the aim is purely mental exercise or the personal acquirement of knowledge by the pupil—no teacher will be able to give a really effective lesson who has not carefully studied the nature and the growth of child-mind.

A few words about "lessons with objects," and I am done.

Lessons with Objects.—According to my classification, the aims of these lessons may be: to use objects so as to render vivid and intelligible the object-matter of books and spoken language; to use objects as the means for imparting a vocabulary intelligently, and giving pupils something to talk about; and, lastly, to present objects as that about which information may be given, or gained indirectly. The last-named, as far as my experience goes, is the most common in English schools; and hardly less common is the use of objects as something to talk about—though, properly speaking, these belong to composition

rather than to object-teaching. In both cases my experience has been somewhat depressing. In the former, quite as often as not, the information is very miscellaneous, very disconnected, and very trivial; nor does it seem to me that these defects are atoned for by writing the results on the blackboard in a copper-plate hand. Moreover, as a rule, no sooner has the object been introduced than off we go to something only indirectly connected with its presence, e.g. the place where it is found, the mode of manufacturing it, &c., &c. No doubt, where information has to be given, it is better to give it with objects and pictures, which render it more vivid, more intelligible, and more memorable, than in such books as "Mangnall's Questions" or "The Child's Guide to Knowledge." But, then, I should say, as soon as you leave the object or picture, remove it, and do not suppose you are giving a lesson with objects because some are present while you are talking about something elsewhere. The use of concrete objects, as that about which children may be set talking, belongs to an early stage. I will only say here that I see no reason why the talk should so often be merely futile chatter. As to the use of objects and pictures to illustrate or explain written or spoken matter—well, the topic is important enough to deserve a whole lecture to itself. How often a picture or an object helps us, or would help us, infinitely more than a whole page of learned notes. At this hour, I must not enter upon so large a field. But, whatever we deal with—be it object-lesson or lesson with objects—we may be sure that we shall not succeed in our work as we should succeed unless we make it all one organic whole—a whole organically connected through and through.

THE MADRAS TEACHERS' GUILD.

The ordinary monthly meeting for August of the Madras Teachers' Guild was held in the Anderson Hall on the evening of the 16th ultimo. The Rev. J. Russell took the chair. The following rules for the affiliation of branches to the Guild were adopted:—

1. Any Association which includes among its

objects the improvement of teaching and the benefit of teachers and whose headquarters are not less than twenty miles from Madras shall be eligible for affiliation to the Madras Teachers' Guild, provided that not less than half of its members are engaged in the actual work of teaching.

2. Any such Association desiring affiliation shall forward to the Secretaries of the Guild an application signed by its President and Secretary together with a list of its officers, committee and members, and the affiliation fee for the session. This fee shall be refunded if the application is declined.

3. Subscriptions shall be payable in advance.

4. An Association may at any time withdraw from its affiliation, provided that all sums due from it to the Guild are paid.

5. The Guild may at any of its meetings remove from affiliation to it any affiliated Association, provided that due notice of such a proposal has been given to the Association, that the Council has recommended such removal, and that the resolution for removal is carried by a three-fourths majority of those present at the meeting of the Guild.

6. Any Association admitted to affiliation at any time during a session shall pay its contribution for the whole session.

7. Every member of an affiliated Association shall be entitled to all the privileges of an ordinary member of the Guild. The Guild-rooms shall be open to him; he shall have the right to attend any Guild Meeting; to speak and vote at it; to take books from the Library; to register his name in the Teachers' Guild Registry at the member's rate, and to share in the benefits of the Provident Fund.

8. Parcels of books or apparatus from the Guild Library will be sent to any affiliated Association applying for them. The parcel shall be returned within a month from the date of its despatch; the affiliated Association shall be responsible for its safe return, and shall pay the carriage to and from the Guild Library.

9. Members of the Council or Managing Committee of any affiliated Association may attend any meeting of the Council of the Madras Teachers' Guild.

10. Any affiliated Association may forward to the Guild any proposal for its consideration. Such proposal shall be placed upon the Agenda of the Guild Meeting following its receipt by the Secretary of the Guild and shall be regarded as duly proposed and seconded.

11. Each affiliated Association shall contribute to the Madras Teachers' Guild at the rate of 2 Annas a member per session, the number of members for whom payment is to be made being the number on its rolls at the beginning of the session: provided that if at this rate its contribution would not amount to Rs. 3, it shall pay a general contribution of Rs. 3 per session.

12. Notice of Guild Meetings shall be sent to the Secretary of each affiliated Association at the same time as it is sent to Madras members.

The following scheme in broad outlines for working a Provident Fund for teachers in connection with the Guild has been prepared for submission to the Managers of various educational institutions in the Presidency with a view to find what support it will command:—

I. The name of the Fund shall be the Madras Teachers' Guild Provident Fund.

II. The Fund shall consist of—

- (1) a corpus raised primarily by donations;
- (2) the payments of contributors;
- (3) the payments of managers or others on behalf of contributors.

NOTE.—Donations to the corpus will be welcomed from any one interested in education whether connected with the Guild or not.

III. Only members of the Madras Teachers' Guild (or of some affiliated Association) shall be eligible as contributors.

IV. Any member of the Madras Teachers' Guild or of an affiliated Association may become a contributor, by filling up a form which shall be endorsed by the Secretary of his Association and sent to the Treasurer of the Fund.

V. Each contributor shall make a regular monthly payment to the Fund at a rate not exceeding one anna in the rupee upon his salary.

VI. Not less than two-thirds of the total capital of the Fund shall be invested in Government or other securities approved under the Trustee Act.

VII. The ultimate control of the Fund shall lie with the Madras Teachers' Guild to whom a report of its working shall be presented annually.

VIII. A Managing Committee shall be annually appointed consisting of the following five:—

- One to be elected by the Madras Teachers' Guild;
- One to be elected by those managers who make annual payments to the Fund;
- Two to be elected by the contributors to the Fund; and

One to act as Secretary and Treasurer to be elected by the Council of the Madras Teachers' Guild.

Should the Managing Committee think it necessary a small honorarium may be paid to the Treasurer, but this shall not be done without the sanction of a meeting of the Guild.

IX. In each branch of the Guild to which contributors belong a member shall be appointed by the contributors belonging to that branch to receive their contributions and forward them to the Treasurer who will send to him an acknowledgment of all sums received from him.

X. The corpus shall not be drawn upon, though the interest upon it shall be applied as hereafter specified.

XI. The first charge upon the interest upon the Fund (including the corpus) shall be the expenses of working.

XII. A separate account shall be kept of the contributions of each contributor.

XIII. A contributor shall be at liberty to nominate, by a declaration duly attested by two witnesses and forwarded to the Treasurer, any person or any number of persons whether his natural heirs or not, who in the event of his death shall receive the amount that may be due to him under these rules; but if he nominates more than one person he shall declare the proportion in which the amount payable shall be divided among them. A contributor shall be at liberty to change his nominee or nominees as often as he pleases, but only the person or persons last declared shall be recognised by the Managing Committee and a receipt signed by the last declared nominee or nominees shall be a full discharge.

XIV. In addition to donations to the corpus which managers may give, their payments of managers may take two forms:—

(1) A sum added once for all to the sum standing in the name of any of their teachers.

(2) Annual payments accumulating to form a bonus which may be paid to a teacher under certain conditions, such as his retirement or death after so many years' service. These conditions must be approved by the Council of the Guild. Should the teacher for whose benefit these payments were originally made not become eligible for the bonus under the conditions laid down, the accumulated sum may be transferred by the manager on similar conditions to the name of another teacher in his employ, subject to a deduction of 10 per cent. which shall be transferred to the corpus.

XV. A separate account shall be kept of the sums contributed by each manager in the name of each teacher.

XVI. At the close of each financial year the remainder of the interest, after the working expenses of the year have been met, shall be divided among the accounts standing in the names of contributors and managers in the proportion of the amount of the sums standing in their names in the middle of that financial year. The share of the interest which falls to each shall be added to the sum standing in the name of the contributor or contributing manager in the Fund's accounts.

XVII. Any contributor whose contributions have

been in arrears during the financial year, and any contributing manager who has omitted to make his annual payment during that year, shall thereby be debarred from having any share of the interest added to his account for that year.

XVIII. The sum standing in the name of any contributor—

(1) shall be paid to him by the Treasurer within three months of the receipt from him of a statement that he is retiring from the vocation of teaching endorsed by the Secretary of the Teachers' Association to which he belonged, and if possible by the Manager under whom he was last employed;

(2) shall be paid to the person indicated by him under Rule XIII, within three months of the receipt from him of a certificate of the contributor's death and such proofs of his identity as the Managing Committee may consider necessary.

XIX. The sum standing in the name of a contributing manager as designed for the benefit of any teacher shall be paid to that teacher by the Treasurer within three months of the receipt by him of a request from the teacher accompanied by a certificate from the manager that the conditions laid down have been fulfilled.

XX. A contributor may obtain from the Fund a loan not exceeding the sum standing in his name, paying interest on it at the rate of one anna in the rupee per annum.

XXI. No contributor who has drawn out the sum standing in his name shall be admitted again as a contributor.

The business for the evening concluded with the admission of new members and the election of the Rev. Mr. Skinner for the Vice-Presidentship vacant by the resignation of Miss Keely. Mr. Sada Seshiah then delivered an interesting address on "Some reminiscences of education twenty-five years ago."

The ordinary meeting of the Guild for this month was held on the evening of the 2nd instant in the hall of the Wesleyan Mission College at Royapettah. The attendance was rather poor. The Rev. Mr. Cooling occupied the chair. After reading and recording the minutes of the last meeting, the Women Teachers' Association of Madras and the Cocanada Teachers' Association were affiliated to the Guild, the former under special conditions and the latter according to the published rules of affiliation. After the admission of new members, Mr. Lepper, of Pachempah's College, opened a debate on the existing relations between the Madras University and its affiliated colleges. In a humorous vein he pointed out the defects of our present University system. In the debate that followed Messrs. C. B. Rama Rao, P. Lakshmi Narasu and K. B. Ramanathan took part. The chairman wound up the meeting with a few remarks on the subject of discussion and a vote of thanks to Mr. Lepper.

OUR UNIVERSITY CORRESPONDENT.

CAMBRIDGE, August 1897.

Es nihilo nihil fit: how then can a letter be made out of the events of a Cambridge Long Vacation? A few coaches are here, a few undergraduates, a few harmless necessary bed-makers. The cricket match is over, and even the echoes of Henley Regatta have died away. Most of the tutors have sought repose where the fly-sheet ceases from troubling, and where the Ewig-Weibliche does not molest. Professor Allbutt, for example, is attending the Medical Congress at Moscow; and Professor Bevan the Orientalist Congress at Paris; thus avoiding troubles which, in despite of Horace, are not to be escaped by mere integrity of life or freedom from crime. Here, too, we are enjoying repose; all vexed questions are laid to sleep, and the reign of Saturn would seem to have returned. But the reign of Saturn, though pleasant, is not one that inspires the historian, and I have little indeed that is interesting to write about.

We are seeing the beginning of the reign of a new Vice-Chancellor. Mr. Smith, of Sidney, retires in due course, and Dr. Alexander Hill, of Downing, succeeds him. Mr. Smith's two years of office have been eventful; he has presided at more stormy meetings, and seen more questions arise for solution than most of his predecessors; yet he has retained universal respect, and retires with perhaps even more popularity than he had when he began. Dr. Hill is University Lecturer on Human Anatomy, and has been Master of Downing for many years. The Headship of a small and struggling college is no sinecure; and Dr. Hill has worked as hard as a junior Tutor. The college has prospered under his rule: let us hope that the University, which is poorer than the poorest college in it, will prosper under him equally.

I have already referred more than once to the sad death of Professor Wallace. It is pleasing to learn that his writings are both more numerous

and more finished than was supposed. As he lectured extempore, it was imagined that he had left little behind; but we now hear that Dr. Caird, Master of Balliol, and Professor Bradley have in hand the task of issuing his works, and that they have found much of extreme interest and value. Professor Wallace's published works are so interesting (due regard being had to the abstruseness of the subjects treated) that this forthcoming book will be eagerly awaited, by the enlarging class of students of philosophy.

A somewhat vigorously contested election in Oxford resulted in the appointment of Mr. T. H. Grose, of Queen's, to the office of Registrar, in place of the Rev. E. T. B. Turner. We hear vague rumours that this choice is to mark an epoch; that the office is to be reconstructed on business lines, and that Mr. Grose will have much more work to do than Mr. Turner. Whatever be the work to do—and the office undoubtedly needed overhauling—Mr. Grose will do it well. He is one of the best known men in Oxford. His scholarship is shown by the fact that he collaborated with Thomas Hill Green in an edition of Hume; but it is as Tutor and Dean of his college that he has done his best work. He is emphatically a man of method: a union of the scholar and the business man, which is all too rare.

At Oxford at the present moment they are holding their annual Summer Meeting of 'Extension' students. The Bishop of Ripon gives the inaugural lecture, and the other lectures cover an unusually wide range. One of the most interesting, if not the most instructive, will doubtless be Mr. Augustine Birrell's lecture on Sheridan. Mr. Sweet, so well known as perhaps the greatest of living Anglo-Saxon scholars, is taking a class for foreigners in the English language. The Master of Balliol lectures on Kant and Hegel. The 'Extension' students seem to be almost more favoured than those directly under the influence of the University.

I spoke sometime ago of the death of Dr. Garrett, and mentioned that his successor as

University organist was Dr. Mann, of King's. He also held the post of Lecturer in Harmony; and his successor in this office is Dr. Charles Wood, a musician not perhaps well-known outside Cambridge, but there esteemed both by musicians and by the ordinary public as likely to make a great name. He is already known to connoisseurs as the author of the incidental music to the Greek play lately performed, and his reputation is rapidly rising.

The Professorship of Chinese in Cambridge has lapsed since the death of Sir Thomas Wade a year or two ago. His library was unmatched, and is justly regarded as one of the treasures of the University; but, owing to the small number of Chinese scholars in England, it is a sealed library to most. It is said, however, that a new Professor will shortly be appointed. The poverty of the University is such that it is fortunate that this scholar is willing to undertake the work without remuneration. It is to be hoped, however, that the Pitt Press will see its way to publish translations of some of the works in the Wade library—an undertaking sadly wanted. Since the days of the Jesuits of Louis XV's reign, comparatively little has been done in Europe for the elucidation of Chinese literature, though Professor Legge, of Oxford, has issued some more or less popular works on the Chinese religion.

Among new works lately published, I may mention the last volume of Professor Skeat's Chaucer, containing a selection of the 'spurious' works. This volume is uniform with the six preceding ones, and is done in the same thorough style. In spite of ill-health during the last year, Professor Skeat shows no diminution in the painstaking accuracy which has marked his work for thirty years. The volume does not include all the works once attributed to Chaucer; as many works have been ascribed to Chaucer as jokes to Sydney Smith, but it is nevertheless an anthology of the literature from 1400 to 1520.

The chief new discovery mentioned in the book is that of the authorship of the Cuckoo and the Nightingale. This pretty poem appears to have been written by Sir Thomas Clanyowe, one of the companions of Prince Hall and Sir John Oldcastle.

The discovery of the 'Logia' and their publication by two Oxford men has caused a little flutter in circles both academic and general. As all the Logia are incomplete, and one in particular contains but four words and a few letters, those ambitious young students who think that a deathless reputation can be won by a clever emendation feel that they have a chance here; and as there is plenty of room for conjecture as to the general meaning of certain passages, the controversial theologian also has a wide field open to him. A day or two ago, the Cambridge Regius Professor of Divinity, Dr. H. B. Swete, lectured on the Logia. His lecture amounted chiefly to a statement of the various insoluble questions raised by the book. The work is issued in two editions, priced respectively sixpence and half a crown; the difference between them being very slight. Indeed, the sixpenny edition contains quite as good a *fac simile* of the papyrus as the other, and one can gain as much conjectural delight for sixpence as for half a crown.

The poverty of the English Universities has for some time contrasted sadly with the wealth of those in the colonies. This inequality is producing its natural effect in enticing away some of our best men, especially our best young men. A year or two ago Mr. T. R. Glover, a Senior classic and Fellow of St John's, left us to go to Toronto. He is now followed by Mr. E. W. MacBride, also a Fellow of St John's, whom I have before mentioned in these letters as a young scholar of great ability, and one of the most distinguished Presidents of the Union of late years. Mr. MacBride is going to the University of Montreal as the Jubilee gift of Cambridge to Canada.

OUR LONDON LETTER.

LONDON, August 1897.

We are once more, in the middle of our Summer vacation. Scarcely a single school in England is open; hardly a pupil or a master at work anywhere—except in the holiday courses, which apologise for their existence by combining work with play. Annual examinations are over, prize-days come and gone, and school with all pertaining to it is impatiently relinquished for the country and the seaside.

Parliament is evidently in a similar state of tension and weariness—as regards educational business at least. The Bill concerning Secondary Education has not, after all, been introduced; and the bill for reorganising the University of London, brought in at the last moment, has, of course, lapsed by the prorogation of Parliament. Its introduction was probably meant to serve merely as a sort of feeler, and as yet it is too early to say what is the opinion of those affected by it. Reviewers and other writers in the public press spoke very hopefully of it, on account of the able way in which it reconciled conflicting interests, accepted by all parties though liked by none. I fancy that no one will regret its failure. Convocation, representing the interest of graduates, was accorded a large representation on the Senate, but too small to prevent further changes however adverse. Again, the principle of dual examinations—one set for external, another for internal students—was retained; and honorary and *ad eundem* degrees were to be allowed. Two examinations in the same University for the same degree, though known outside by one and the same name, cannot have been acceptable to those who, rightly or wrongly, are rather proud of the high standard hitherto maintained, in comparison with other Universities. Nor, with one-third of the Senate elected by Convocation, could the reformers have expected to carry their proposals without much opposition. Some of those who resisted the last Bill were inclined to accept

this as the best they were likely ever to get; others, however, strongly oppose it, and asked their Member in Parliament to do the same. The question, however, is shelved once more for the present; but the acquiescence of part of the opposition will probably have its natural effect shortly.

An interesting and, perhaps, unique episode connected with the late Commission on Secondary Education has just been closed. The Commission employed several "Assistant Commissioners" to visit typical parts of the country and report for its guidance. These reports were embodied—in *extenso* in this case at least—in the final official report. The heads of schools in one district so reported on—the West Riding of Yorkshire visited by a Dr. Laurie—were greatly annoyed to find themselves much misrepresented and belittled by the hasty, inaccurate and generally unfavourable criticisms passed upon them after a brief visit. They had no legal remedy. The Commission was no more. The report must stand true or false. To correct it was not in the power of any man, or any body of men. No office, no official, could even recognise the carefully-drawn up protest and reply of the masters concerned. And so the matter stood till quite recently, when it was solved in this way. Dr. Laurie drew up his reply to the protest, and agreed with the complainants that both documents should be submitted to an arbitrator (Dr. Percival, Bishop of Hereford), with leave to revise at discretion. Then a Member of Parliament, having arranged the matter beforehand, rose in the House to move that the two documents be presented to the House and issued as a Parliamentary Paper. In case a second edition of the report is called for, this will doubtless be added to them.

CONTEMPORARY EDUCATIONAL PERIODICALS.

The place of honor in the double number for July and August of the *Educational Review* (London) is given to an article on the Aim of

Education by E. C. Tait. The writer endeavours to show that the aim of education is not to impart knowledge, but to awaken thought and the thirst for knowledge. One of the best means of awakening thought according to the author of this article is by the exercise of the imagination. The imaginative method of teaching is greatly assisted by coupling together two subjects, such as geography and history, which illustrate or supplement each other. The writer is not sure that the methods of teaching in vogue are capable of securing the double object of education already mentioned. She is, however, certain that competitive examinations militate against it. "Competitive examinations would be very suitable for technical arts which exhibit manual skill and make no demand upon the higher functions of the mind, thought and imagination, but they are futile as a test of the finer processes of the mind and tend to kill out originality. What could be substituted for them it is not easy to say, but whether their result is the selection of the ablest is open to question. Certainly the effect upon the average is disastrous. Thought is a growth, not a manufactured product, and, when knowledge is produced to order instead of being the result of thought, it is apt to be as barren and unsatisfactory as artificial flowers or waxen fruits."

Under the general title of *Educational workshops*, an interesting account is given of the London Board school. An attempt is made to dispel the popular notions concerning the Board school. The instruction given includes not only the three R's, but also of something of French and Latin, some science and much manual training, such as carpentry, metalwork, cookery, brushwork, modelling in clay, pattern-designing in colours. The instruction is thorough and is in the hands of thoroughly-trained teachers. The laboratories, though small, are well equipped. Attention is given, not only to instruction and recreation, but also to culture.

In "Language Lessons in Belgian Secondary Girls' Schools," we have a description of the method pursued in Belgium in the teaching of modern languages. In the Secondary schools of Belgium, the aim of modern language teaching is "to give a sufficient knowledge of the foreign idiom to be able not only to read without effort and enjoy the literature; but also to speak without great difficulty." The method advocated, though not carried out in practice, is the "natural method." The leading principles seem to be (1) to eliminate as far as possible the mother-tongue and translation; (2) to pass from spoken to written language; (3) to speak constantly to

the pupils from the beginning, and, above all, to make them speak."

Miss Edith G. Wheelwright puts forward in a brightly written article on "Culture" some arguments for giving a liberal education to women.

The other articles in the present number are reviews of books.

The August number of the London *Educational Times* is below the average. There are very few articles of permanent interest. Of the two leading articles the first deals with the London University Bill introduced last July in the House of Lords by the Duke of Devonshire. The Bill appoints a new commission of seven to make statutes and regulations in general accordance with the scheme of the Cowper Commission with a few modifications. It assigns to the Senate fifty-six members (including the Chancellor) as against sixty-six prescribed by the scheme. The Convocation is to be represented on the Senate by eighteen members elected out of fifty-six, while the Faculties composed, as before, of professors and teachers, are to elect sixteen. The Senate is to be the real directing and controlling authority. The sixteen members elected to the Senate by the Faculties, together with the three great officers (Chancellor, Vice-Chancellor and Chairman of Convocation) and one independent member selected by the Senate, are to form the Standing Academic Council. There is to be a "Council for External Students" consisting of eighteen Senators elected by the Convocation, together with the Vice-Chancellor, and nine independent members of their own body appointed by the Senate. While the Academic Council will take care of the interests of Internal students, those of External students will be practically in charge of the representatives of the Convocation. Two different series of examinations are to be held for the two classes of students. The second leading article is devoted to a consideration of the aims of education. As to the purpose of education, two antagonistic views prevail. According to the first view the child is to be prepared for the struggle of existence, and should therefore be taught what will be useful to him as a man. The advocates of the second view, which seems to outweigh the first, study the child from his own point of view and contend that his capabilities and needs should be studied by the educator, and he should endeavour to supply the food necessary for the development of these capabilities. The child should not be forced into premature manhood, and everything in the education of a child must be adapted to

his point of view and not to that of the developed man."

The notes as usual relate to current topics. The most important of them in this number are on the death of Mr. Mundella; the illiberal demonstration of Cambridge graduates against the equitable recognition of successful women students; the protest addressed to the Committee of Headmasters of Public Schools against the lowering of the standard in Greek and Mathematics; and the Joint Agency for Teachers to manage their introductions and appointments for themselves without the intervention and payment of a third party.

"Promotion without examination" is the subject of a short article, in which the writer deplors the present condition of education in Italy. It is pointed out that this deplorable state of things has been brought about by various causes, such as the want of physical and moral stamina in the youth of the country, the excessive number of prescribed subjects, a defective method of teaching, and lastly, the system of "examination—less promotion."

There are also a short article on the education section of the Victorian Exhibition and a full report of the half-yearly general meeting of the College of Preceptors held on the 24th of July.

The prominent place in the *Journal of Education* (London) for August is assigned to an article by Florence B. Low on Moral Instruction. The writer believes that religion, being a relation between man and his Maker, is solely a matter for the individual, and cannot therefore be taught at all in the school. Religion is something so delicate, so subtle, that it cannot even be reasoned over, much less taught, but only felt. If religion, according to this definition cannot be taught to the child, morality can. For morality is essentially human, it is the voice of humanity speaking in the conscience of each man and woman, bidding that the right shall be done, the wrong undone. It is possible, at least by concrete examples, to make every child understand the meaning of truth, honour, benevolence, patriotism, meanness, cowardice, &c. Again much help may be given to boys preparing for the business walks of life in our lessons on morality. We may point out to them that the laws governing commercial morality are exactly the same as those which govern morality in any other department of life. It may also be pointed out to boys and girls that the duty of life does not consist of getting on in the world; that ambition is often only a vulgar and poor thing; that to be

successful is by no means to be noble; and that "high failure is often better than low success." Above all we must endeavour to break down the barriers that divide man from man and class from class by teaching young people the meaning of the text in St. John's Gospel which, in the estimation of Lessing, was worth more than anything else in the New Testament: "Little children, love one another."

"Educated Ignorance" is the subject of a short but interesting article, in which the writer endeavours to portray the amount of ignorance that often prevails among the so-called educated concerning the most common things. "There is authentic record of an educated person who contended that when the moon had reached the full, she at once became dark and began all over again. This is perhaps an extreme instance of educated ignorance with regard to the ways of the 'inconstant moon'; but, if any reader be inclined indignantly to deny the almost universal want of knowledge on such subjects amongst the 'educated classes,' let him discreetly wind his way through the mazes of any social gathering of his friends, asking each separately so apparently simple a question as this; 'On which side of the darkened moon does the waxing, on which the waning, crescent appear? The result will give him pause.'"

In "Phonetics and Modern Language Teaching," Monsieur Fabian Ware criticises the views of Mr. F. B. Kirkman on the use of phonetics in teaching of modern languages. The writer points out that there are many eminent teachers on the continent who hold a view contrary to that of Mr. Kirkman, namely, that time is saved in the earliest stages of modern language teaching by the use of phonetic symbols only. He contends that, so long as the beginners see the words in their ordinary spelling, whatever barriers may be raised or whatever inducement may be offered, it is impossible to keep the majority of the class within the bounds of intelligible pronunciation; but, if the ordinary spelling is replaced by the phonetic, we may be sure that the pronunciation of the most incapable and idle boy in the class is at least recognisable. It is admitted on all hands that Germany can produce far better results in modern language teaching than England. The reasons of this are not far to seek. In the first place Germany has decided once and for all that Germans are best suited to teach their countrymen a foreign language, and these teachers are supported by professional opinion and by the general patriotic feeling; and secondly, every teacher in Germany has to render himself capable

of teaching pronunciation. In various German Training colleges, there are courses of lectures on phonetics applied to the study of foreign languages.

Mr. J. Newly Hetherington writes on the use of fairy tales in the education of the young. Whether fairy tales are useful or not in education will depend upon the object we propose to attain by education. If the object of education is to get on in the world, fairy tales can have very little value in education. On the other hand, if the object of education is to develop the whole man, then much may be said in defence of fairy tales. In the first place fairy tales develop the powers of the imagination and supply those ideals which most human beings at times long for. The love of fiction is so general that it may be looked upon as a part of a common human nature, and what can satisfy this general longing for an ideal world in children better than fairy tales which form fiction in its simplest and most primitive form. Again, children always want to know of something beyond their own experience, to have something to admire, to love, to reverence, or to laugh at. Fairy tales will in this way serve to produce greater sympathy with all sorts and conditions of men. Besides the cultivation of the imagination in general, fairy tales are also useful as a preparation for the right study and appreciation of romantic and ideal literature of a higher class. They may also serve to develop the memory as they have the power of arresting the attention. It is hardly necessary to point out that fairy tales afford a great deal of pure and simple amusement and that amusement is not without its educational value. Fairy tales may be said to have also some moral influence, though it is indirect. "If education is the formation of moral character, we should remember that it cannot be built up in a day, and that indirect methods are at first more useful than direct ones. Fairy tales and old wives' fables may seem to some but of slight use in education; I maintain, however, that they are of use, and I plead for their preservation and employment."

C. S. Bremner gives an interesting account of the Congress of Education at the Victorian Era Exhibition held on July 12, 13 and 14. On the second day the papers read dealt with education in India. Lord Hobhouse, who occupied the chair, showed how caste militates against national life. Mr. Theodore Beck, Principal of the Mahomedan College, Aligarh, pointed out that Indian education was defective and that it aimed at cram instead of development. He further remarked

that the Indian Universities degraded the ideal of learning and tied the hands of the Colleges, the real homes of sound learning. Professor Gokhale, of the Ferguson College of Poona, read a paper on "Female Education in India," in which he dwelt on the degrading thralldom of Indian women to religious superstitions.

The "Occasional notes" as usual contain comments on current subjects, such as the death of Mr. Mundella; the efforts of the Humanitarian League to bring the idea of humaneness before school-boys; the still too-prevailing method of asking in examinations for quaint curiosities or adventitious excrescences instead of a sound knowledge of the subject-matter; and Dr. Findlay's memorandum on "The Equipment of the Secondary Teacher."

The *Practical Teacher* (London) for August is a summer holiday number. Besides its usual quota of sections on notes of lessons, science, mathematics, there are a number of illustrated stories for holiday reading, and interesting accounts of the National Home Reading Union and its work in schools and the Teachers' Picnic at Tring Park.

Reviews and Notices.

The Invasion of India, by ALEXANDER THE GREAT as described by ARRIAN and others, by J. W. M'CRINDLE, M.A., M.R.A.S., F.R.S.G.S. Westminster Constable & Co., 1896. 10s. 6d. nett.

This is a work which we can strongly recommend to those colleges which include history among their optional branches. Any book which increases our knowledge of early India is to be welcomed. Mr. M'Crindle has done much in making known to us the views of the classical authors on ancient India. In the work before us the authors placed under contribution are Arrian, Q. Curtius, Diodorus, Plutarch and Justin. Such portions of the works of these authors which describe Alexander's campaigns in Afghanistan are carefully translated by Mr. M'Crindle, who himself contributes much valuable matter to the volume in the shape of a life of Alexander, copious notes, illustrations, maps and indices. The book is therefore a complete guide to the Macedonian invasion of India under Alexander the Great. The translations which make up the greater part of the work have the great merit of being strictly literal and yet written in such a style as to satisfy the literary taste of the reader. The introduction is a most valuable piece of work which will be appreciated by many readers much more than the translations to which it forms the key. Mr. M'Crindle shows that he recognises the importance of the invasion of India by Alexander the Great when he says it was the means of opening up a

new world to the knowledge of mankind. The success of Alexander was not due to want of determined resistance, but to the fact that the regions of the Indus were divided into separate states. "Some under king and others under republican governments, but all alike prevented by their mutual jealousies and feuds from acting in concert against a common enemy." Alexander endeavoured to make his occupation of North-West India a permanent one by founding a great number of fortified cities. But in spite of this and of the system of government which he established under which people were allowed much liberty, the Greek occupation was but temporary and its permanent influence of but small account. We wish that Mr. McCrindle could have seen his way, however, to show definitely the acknowledged effects of Greek ideas in India—effects which Mr. McCrindle himself acknowledges "can be traced in a variety of spheres, such as religion, poetry, philosophy, science, architecture and plastic arts." It is essential that we should know exactly how far India was indebted to Greece and *vice versa*. We can imagine no one so well qualified as Mr. McCrindle for this task. Its omission, if we may venture to say so of a book which is so superlatively good, is the one flaw in Mr. McCrindle's work.

A Record of the Buddhist Religion as practised in India and the Malay Archipelago (A.D. 671—695).
I-Tsing, Oxford, Clarendon Press, 1896. 14s.

This work has been translated into English by Mr. J. Takakusu, B.A., Ph.D. There is a long letter from Professor Max Müller setting forth the value of the writings of Chinese authors as data whereby to fix the chronology of Mediaeval Sanskrit literature. The book, which is an important contribution to the study of Buddhism, will materially assist in helping us to arrive at a true conception of Buddhism in the seventh century in India. The general introduction is a careful piece of work in which all that is necessary to elucidate the life and travels of I-Tsing is given. I-Tsing was one of the three great Buddhist travellers in India, having been preceded by the Chinese pilgrim Fa-Hien (399—414) and the more famous Hiuen Tshang (629—645). I-Tsing was born 635 A.D., and after a good general education in Chinese literature he devoted himself to the Sacred Canon of the Buddha. At the age of eighteen he formed the intention of travelling through India, an intention, however, which was not realised till 671 A.D. When he was in his thirty-seventh year, I-Tsing was already well acquainted with the travels of Fa-Hien and Hiuen Tshang. He himself recorded his own travels and tells us, but all too briefly, how he arrived at Tamralipti, at the mouth of the river Hooghly (673). An excellent map is given on which is marked the route of the journey which took I-Tsing from Chida between the Malay Peninsula and Sumatra through the Indian Ocean up to the Hooghly. From thence he travelled inland as far as Varanasi, near Allahabad. Altogether he was

absent from China during the years 670 to 695, most of which time he was actually in India. Ten of these years he spent in the famous Nalanda monastery collecting Buddhist books and making up his Records and Memoirs. Those who are curious as to the details of the ritual practised by the Buddhists of the seventh century will find all the information they require in I-Tsing's record of Buddhist practices. The book, too, is not without its value to the historian.

Nelson's Composition Books, a graded course for all the standards; Royal School Series. T. Nelson and Sons, 1896.

Prices—Book I (Standards I and II), threepence; Book II (Standards III and IV), sixpence; Book III (Standards V and VI), sevenpence.

This publication is originally intended for schools in England, but may find use also in English teaching schools in India. According to a short note addressed to teachers at the beginning of the books, they claim to be a "valuable companion to, or substitute for, the ordinary Grammar Text-book in the Junior Standards, and the best means of securing the development of intelligent Grammar and composition in the Upper Standards." We cannot comprehend why these, in their way, useful books have been called Composition Books and not "Grammatical Gymnasium." The first two books contain almost nothing but grammatical drill with the necessary rules. The third book, too, gives fifty-two pages of grammatical exercises, while the last twenty-five only deal with composition proper. In the hand of a teacher, it may prove a great advantage; but we could not recommend this or any other composition book as such for the direct use of pupils. The method is not the best one to accomplish the desired purpose. While Grammar must be the handmaid of composition, we must not degenerate the latter into nothing but grammatical drill. It is burdensome and positively harmful to young minds to have to do all their compositions for three or four years in the grammatical strait-jacket of a composition book instead of being allowed the natural use of their intuitive knowledge of their mother-tongue. Thus it is possible to get a nice little descriptive essay of about ten sentences from pupils of even the second standard, after the subject has been well presented to them by a thorough object lesson. The latter, of course, is indispensable, as the ideas must first be given to the young minds, then cleared and sifted by questions, and the final test is to let them reproduce the whole. In this manner pupils will learn how to write. Grammatical errors will be soon conspicuous by their absence in the books of the majority, as the expressions used by the teacher will be frequently reproduced and imitated. This then is the natural method of learning composition, and one that does not necessitate the use of a text-book by the pupil. A composition book, on the other hand, which can serve as "a substitute for

ordinary Grammar Text-book is nothing but a grammar."

Poems, by MATTHEW ARNOLD, selected and edited by G. C. MACAULAY. Macmillan and Co. Limited. Price, 2s. 6d.

These selections are "intended primarily as a subject for lessons on English Literature;" this of course only for the higher classes in schools. They are arranged under the following heads:—early poems, narrative poems, sonnets, lyric poems, elegiac poems, and later poems. As the editor was for want of space not able to give both Balder Dead and Sohrab and Rustum, he chose the former, while perhaps for Indian schools the latter would have had more attraction; but the question which of the two was more suited for the above purpose had to decide the choice. A short but large enough introduction gives a biography of Matthew Arnold and a literary review of his poetry. The notes at the end are quite sufficient. As the editor seems to partly apologise for the notes being "much less full" than in the annotated poems of Tennyson, I may here be allowed to enter a protest against the all-too-common practice of annotators of giving 'exhaustive' notes. Indeed they are exhausting very often, draining the pupils of all originality of thought and construction, and leaving nothing for the teacher to explain, thus lowering him to the status of a mere examiner. It is well, therefore, to find in this edition a wise moderation in the notes, which give just what any one would want them to give. The explanation of local allusions and historical references adds to the attractiveness of the poems and makes their study a real enjoyment, a thing so desirable in lessons in literature for the young. The notes further indicate at the head the general trend of each poem or the circumstances which led to its composition. We not only fully concur with the editor in his hope expressed in the preface, that these poems "may serve both to cultivate taste and to awaken reflection," but are convinced also that his valuable and interesting notes will greatly contribute towards these ends.

Macmillan's Geography Readers, Book IV. The British Empire.

Of the making of many Readers there would certainly seem to be no end; but what is still more surprising is the high average range of excellence realised in the series of readers—historical, geographical, literary, scientific and what not—which are being issued from time to time by the leading publishing houses of England. The book under review forms the fourth part of a course of lessons on Geography. The aim of these readers is to present the leading geographical outlines in a clear and comprehensive light, freed from the mass of detail with which they are apt to be overlaid in the books ordinarily used in schools for purposes of geographical

cal drill. They also aim at gilding the geographical pill, by reproducing the information in a literary way and in the shape of a connected account, and not as is usually the case in books on Geography in the form of a string of unconnected facts. The book under review contains an interesting and comprehensive description of the countries of Scotland and Ireland (England having been already treated of in a previous part) and the colonies of Canada and Australia, the rest of the British Empire being reserved for future treatment. The chapters on the physical features, such as lakes, rivers, coasts, &c., are particularly interesting and well done. The usefulness of the book is greatly enhanced by a number of neatly executed illustrations. We strongly commend the book to the notice of teachers of Geography.

Bunyan's Pilgrim's Progress in Modern English, edited by JOHN MORRISON, M.A., B.D. London, Macmillan and Co. (Limited), 1896. Price, 1s. 6d.

We welcome this modernized revision of the Pilgrim's Progress. To many it is an old friend in a new garment, and to those who have not known it before, it will be more attractive still, because the language has been so changed that it does not offer any difficulty to the average Indian school-boy. Allusions and any other difficulties which could not be removed altogether are fully explained in the notes. A lively, interesting Introduction gives a short biography of Bunyan, treats of the world-wide claims and attractions of the original, and gives a résumé of the chief changes introduced. A few expressions and sentences which would have required lengthy explanations without adding anything to the better understanding of the book were simply omitted, the editor rightly preferring the "lesser of two evils." Of the bits of poetry which Bunyan inserted only a few have been retained, and we think this a very wise course in an edition of this kind. We generally agree with the manner in which the whole work has been executed, and specially with the rendering of Bunyan's antiquated expressions. References and allusions are carefully explained in the notes at the end of the book.

Virgil: Georgic IV, by T. E. PAGE, M.A. Messrs. Macmillan & Co.

We have been accustomed to think of the Georgics as the most difficult of Virgil's poems. But Mr. Page has perceived that the Fourth Book is an exception to this rule. Much of it is narrative, and therefore suitable for use in elementary classes. Mr. Page's large experience of the needs of school-boys has enabled him to make this a useful edition. He is wise in giving the various renderings of difficult expression, as, for instance, *spiculaque cœcunt nostris* (line 74) and *sideris in numerum* (line 227); but it would have been well at times to weigh the respective merits of the various renderings a little more fully. We have noted the

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following errors in the vocabulary: under *adolesco*, 497n for 379n; under *aes*, 157 for 151; under *aethetius* 221n for 220n; under *ambrosia* 451n for 415n; and others. These are minor blemishes which a second edition will remove. Eight pages of the introduction, are devoted to a criticism of the *Aeneid*. This seems out of place in an introduction to the Fourth Georgic. Some space should have been devoted to an account of the metre for the sake of beginners.

Lessing: Minna von Barnhelm Oder das Soldatenglück, edited by THE REV. CHARLES MERK, M.A., Ph.D. London, Macmillan and Co., Limited.

The introduction which extends over sixty-four pages, in a scholarly and interesting manner treats of the political and literary history of Germany during Lessing's time, gives an account of the author's life, and discusses the characters, the structure, the literary merit, and the political significance of this play. The notes are full, though there is nowhere excess; they could not easily have been reduced without leaving much unexplained. The book will be useful to both scholars and ordinary students of the German language and literature. Lessing's style is full of idioms, and this comedy especially is thoroughly German, as its characters are every-day Germans of Lessing's time. The play will, therefore, be very helpful for acquiring a knowledge of every-day expressions. The broken German of *Ricciacot*, the Frenchman, together with the portions of his mother-tongue are, in the notes, fully rendered in German. The German type is large and distinct.

Preparatory Questions on S. R. Gardiner's Student's History of England, by R. SOMERVELL, M.A., Assistant Master, Harrow School. Longmans, Green & Co., 1897, 1s.

These questions, although based on Professor Gardiner's *Student's History of England*, may be used with advantage by teachers who make use of any other text-book of English History. The questions are more suitable for Matriculation than for B.A. students, though those who lecture to the latter will here and there come across useful hints when engaged on the making up of History papers. There are in all 1,322 questions, and they cover the whole ground from the Celtic occupation of Britain to 1871. We particularly recommend the book to teachers in charge of Matriculation classes.

Educational Intelligence.

MADRAS.

THE TELEGRAPH TRAINING SCHOOL.—A telegraph training school has been opened at Vepery. Candidates willing to join should apply to the Manager, Probert's Telegraph Training School, Vepery, with an entrance fee of Rs. 3. The fee per mensem is Rs. 2. The school will be open from 6-30 to 9 A.M. daily.

THE University of Madras, it is stated in the report presented at the recent annual meeting, is to have its own coat-of-arms, an application to that effect having been made to the *Heralds' College*. The application has been granted, and the patent by the Earl Marshall will arrive shortly. This step would appear to have been taken because it was found that the present seal of the University was inadequate both as to material and design.

At the annual meeting of the Senate of the University of Madras, held on the evening of the 27th ultimo, the following gentlemen were elected members of the Syndicate: Dr. Duncan, Mr. Justice Subramanya Iyer, Mr. C. Michie Smith, Mr. G. H. Stuart, and Mr. J. B. Bilderbeck (Faculty of Arts); the Hon'ble Mr. C. Sankara Nair (Faculty of Law); Surg.-Lieut.-Col. W. R. Browne (Faculty of Medicine); Major F. D. Love (Faculty of Engineering).

THE names of the following gentlemen were proposed for election as Fellows by the graduates of the University: The Hon'ble Mr. Jumbulingam Mudaliar, Mr. S. Narayanasamy Iyer, of Pudukote, Mr. M. R. Ramakrishna Iyer, Mr. G. Subramanya Iyer, Mr. P. R. Thumbu Chetty, C.I.E., of Mysore, Mr. P. R. Gopala Chariu, Mr. P. Theagaraya Chetty, and Mr. J. Cotelingham, of the Wardlaw College, Bellary.

THE recommendations of the Syndicate as to some verbal alterations of the By-laws 142 to 272 were accepted by the Senate. It was also resolved to omit the By-laws 77 and 78. Mr. C. Michie Smith, who moved the latter proposition, said that its object was to improve the clumsy and inelegant procedure in the Convocation proceedings of presenting candidates to the Chancellor in batches. Candidates will hereafter be brought up in a continuous stream, bow to the Chancellor and retire, the details to be arranged by the Registrar under the direction of the Syndicate.

MR. JUSTICE SHEPARD then moved the adoption of the following changes in the History curriculum of the B.A. examination:—(1) the substitution of the "Comparative study of the Political systems of Great Britain and the United States of America" for the present existing subject of the "Comparative study of the Political systems of Great Britain and India;" and (2) the omission of the Mill's famous propositions on Capital from the Political Economy syllabus. In support of the first of the above changes, it was contended that there was comparatively little to be learnt from a comparative study of the political systems of Great Britain and India, whereas there was a good deal to be learnt from a comparative study of the political systems of the former country and those of the American commonwealth. It was advanced as a reason for the other proposed change that Mill's propositions being allowed on all hands to be imperfect

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and erroneous, it was not desirable to introduce to students in a difficult subject like Political Economy, propositions which no sooner were they stated than they would have to be controverted. These changes were opposed by the Rev. F. W. Kellett, Professor of History at the Christian College, Madras, chiefly on the ground that a comparative study of the political systems of Great Britain and India was far simpler, and more useful for students in this country than the proposed subject, and that it was not by any means certain that Mill's propositions on Capital were wrong. The proposition was then put to the vote and lost.

In reviewing the last annual report of the Rajahmundry College, the Acting Director of Public Instruction takes occasion to place on record an official recognition of the excellent services which Mr. Metcalfe, the late Principal of the College, had rendered in the cause of higher education in the Northern Circars. Under his parental and fostering care, observes the Director, the Rajahmundry College emerged from the humble condition of a Zillah school, and attained its present rank and influence as a First-grade College and Training institution. Mr. Metcalfe's many eminent qualifications as a teacher, combined with his tenderness of sympathy and a large-hearted generosity, adds the Director, deservedly won for him a high place in the affection and esteem of his pupils, who, it is pleasant to know, are endeavouring to perpetuate the memory of his cherished name in connection with the institution over which he so long and ably presided. The Acting Director hopes the Metcalfe's Students' Home will soon be an accomplished fact.

In concluding his report, on the working of the Kumbakonam College during the official year 1896-97, Rao Bahadur S. Seshayya, the late Acting Principal, observed as follows:—

"My connection with this college, with a few breaks, has now extended over a period of thirty years; and on the eve of my retirement from service, I wish to place on record that this college has played a most useful part in the development of higher education in this Presidency, and that its graduates have in their public career more than fulfilled the high expectations formed of them by those who have had the training of their intellectual and moral character. Unostentatious and steady work and sober sense and judgment have been their chief characteristics; and this is in no small degree due to the nature of the work that is done here on the banks of the Cauvery amidst her quiet groves." In reviewing the report, the Director of Public Instruction fully endorsed the remarks quoted, and availed himself of the opportunity of placing on record his high appreciation of the very valuable services rendered by Mr. Seshayya to higher education in Southern India in the college with which he had been connected during the past thirty years. The Director hopes that the cause of education in the Presidency

will continue to enjoy the benefit of Mr. Seshayya's learning and ripe experience for many years to come.

THE following notification has been published in the local Official Gazette under the signature of the Director of Public Instruction:—

"As it is under contemplation to open a register of teachers in this Presidency, who are qualified under the Madras Educational Rules for the profession of teaching, and to issue to them, in lieu of the certificates already granted, new certificates, bearing serial register numbers and classified according to grades, managers and heads of institutions are hereby requested to be so good as to instruct all teachers who are now on their staff, or who may hereafter be appointed thereto, to deliver in original such certificates as they may possess to the inspecting officers of the department at the time of their next inspection, or, if the annual inspection has already taken place, to despatch the certificates under registered covers to the inspecting officers before 31st December next. Certified copies of the original certificates will, if required, be furnished by the inspecting officers. The original certificates of teachers in institutions not visited by the inspecting officers should be forwarded to the Director not later than 31st January next.

2. Teachers who have lost their original teachers' certificates should be required to apply to this office for authorized copies thereof. Applications for such renewals should give particulars as to the date and contents of the missing certificates, and should also be accompanied by a treasury receipt acknowledging payment of the renewal fee of Rs. 2.

3. Teachers who are unable to produce their certificates or authorized copies thereof will not be considered as qualified teachers for purposes of recognition or aid."

THE following account of the Carpentry Class attached to the Arts Section of the Rajahmundry College will be read with interest. The account is extracted from the Acting Principal's report on the working of the college during the last official year:—

"This class has been well attended, the average number on the rolls was 34 and the average daily attendance 20.

*** I understand that the class was instituted with the view of teaching students to use their hands and enabling them to make simple articles, principally for household use, with the ordinary tools employed by native carpenters—the only tools which in afterlife they would be likely to have access to. The work done has accordingly been of the simplest description, the tools used rude, and the instructor, a carpenter, who, though a fairly good workman in the native style, seems to be unacquainted with European methods. The articles turned out have been mostly boxes, dinner stools,

folding cots, folding chairs, letter racks, and writing desks.

No outsiders have attended the class. The progress of the class has been tested by the personal inspection of the Principal.

The class is a popular one, and I believe that it is doing good work on the lines mentioned. I am aware, however, that a carpentry class conducted on these lines has not a great educational value, inasmuch as native carpentry works mainly according to rule of thumb and does not tend to produce habits of accuracy and precision. I have contemplated the advisability of remodelling the class, but the pressure of the teaching work thrown on me last year by the want of a Lecturer in Mathematics, has not allowed me to elaborate the details. The remodelling of the class would involve the entertainment of a permanent instructor acquainted with European methods and some outlay on European tools. A move in this direction has been made by the acquisition of a lathe from the College of Engineering."

At the forty-first annual meeting of the Senate of the University of Madras, the annual report for the year ending 31st July 1897 was read and adopted. The following extracts from it will be read with some interest:—

"In the year under review there were eight meetings of the Senate. The Senate made a number of alterations in the By-laws. Committees of the Senate were appointed: (1) To consider whether it is expedient to institute an Oriental Faculty and to provide for examinations being held and degrees conferred in certain branches of oriental learning; and, if so, to draw up detailed proposals for submission to the Senate. (2) To deal fully with the question of the colleges affiliated to the University, and submit a report to the Senate. The Senate on the report of the committee appointed to consider the question, resolved that the minutes of the Senate, of meetings of any Faculty, and of meetings of the Syndicate, be printed and circulated to all Fellows of the University." "It is noted with pleasure that during the year under review the following endowments were offered to the University and accepted by the Senate: (1) an endowment of Rs. 1,500 from Mr. R. Fischer, of Madura, for the purpose of providing an annual gold medal, to be awarded to the candidate from one of the colleges in the Madura district who secures the highest number of marks in Mathematics at the First Examination in Arts; (2) an endowment of Rs. 10,000 from Kamalammal, daughter of the late Mr. V. Ramalingar, C.S.I., for the purpose of instituting a scholarship, to be called the 'Ramalingar M.A. scholarship,' to be awarded to a student professing the Hindu religion who, after passing the B.A. Degree examination, wishes to read for the M.A. examination in Sanskrit or Branches II or III." "The late Mr. P. Sundaram Pillai submitted to the Syndicate suggestions for utilising the

interest accruing from the University Fee Fund by granting Scholarships and Fellowships. The Syndicate resolved that the financial position of the University does not at present allow it to entertain the proposed scheme. Notice was received from the Trustees of the Gilchrist scholarships that the scholarships would be withdrawn, and the Registrar was instructed to write to the Trustees to the effect that the Syndicate regret that they have seen it fit to withdraw the scholarships awarded to Indian students. A Government Order was received agreeing with the opinion expressed by the Syndicate to the effect that the University has no power, under its Act of Incorporation, to conduct any examinations other than those connected with the different University Degrees, and therefore is unable to provide funds to meet the charges incurred in the conduct of the examination for the scholarship, and requesting that the necessary alterations in the rules might be submitted to Government, for approval. A new set of rules was drawn up and has been approved by Government." "The proposal to make the services of the clerical establishment of the University pensionable was again brought before the Syndicate, and it was resolved that, considering the high rate at which the salaries are now fixed, the Syndicate do not see their way to make the appointments pensionable. The Syndicate rejected as impracticable and undesirable a proposal forwarded to them for consideration by the Madras Government that the system of identification by finger prints might be introduced for competitors at public examinations. The receipts during the year ending 31st March 1897 amounted to Rs. 1,81,150-13-7, and the expenditure to Rs. 1,71,868-4-0, thus leaving a balance of Rs. 9,282-9-7 to the credit of the University. Rs. 5,566-3-6 due for 1896-97, viz., Rs. 183, fees from candidates for the First Examination in Law, and Rs. 5,383-3-6 sale proceeds of books, were not received during the year, and charges Rs. 582 due for 1891-92 (Rs. 52) and 1895-96 (Rs. 530), remuneration to Examiners and Superintendents were paid during the year and Rs. 438 due for 1896-97, viz., Rs. 358, remuneration to Examiners, Rs. 30, refund of F. L. fees, and Rs. 50, travelling allowance to Examiners, were not paid during the year. Adding, therefore, Rs. 5,566-3-6 to the net receipts of the year, the receipts proper for the year would be Rs. 1,86,717-1-1, and if Rs. 582 were deducted and Rs. 438 added to the net charges, the expenditure proper would be Rs. 1,71,724-4-0 and the balance proper Rs. 14,992-13-1. The cash balance to the credit of the University on the 31st March 1897 was Rs. 15,135-4-10."

BOMBAY.

MR. VAMAN ARAJI MODAK, retired Principal, Elphinstone High School, died last month.

It is rumoured that Professor Gokhale, of the Ferguson College at Poona, intends to resign his life membership in the Deccan Education Society.

PROFESSOR NARAYANVALA, of the College of Science, Poona, will select a place in the Sholapur District for his observing station. This gentleman recently visited England in connection with a project for a "Solar Physics" Observatory at Poona, over which he is to preside.

PROFESSOR SELBY, Principal, Deccan College, Poona, is the Chairman of the Deccan Education Society, which manages the New English School and the Ferguson College of Poona. On account of the conduct of some members of the Society in connection with the plague operations in Poona, Professor Selby has resigned his chairmanship. The members of the Society are endeavouring to bring about a compromise. It is reported that he has reconsidered his resolution and promises to continue as chairman of the council.

We are glad to note that a compromise has been effected between the sons of the late Sir Mungaldas Nathuboy and the Bombay University. By this compromise the University comes in possession of three and half lakhs of rupees as an endowment by Sir Mungaldas for the establishment of scholarships for sending Hindu students of the Bombay University for going through a course of training in England in technical subjects. The interest at the Government rate of interest on each Rs. 50,000 of the endowment is to be, according to the will of Sir Mungaldas, the value of each scholarship.

THE report of the administration of the late Mr. Rehatsek is highly interesting. Mr. Rehatsek, a Slavonian by birth, was Professor of Mathematics in the Free General Assembly's Institute, Bombay. By sheer dint of economy he saved Rs. 38,000, which is invested in Government securities. By his will he has directed the interest on this sum to be spent in an annual distribution of money prizes to the most deserving pupils of Primary schools, male and female, without any distinction of caste, creed, nationality or sex. In 1895 his executor distributed Rs. 1,360 in prizes. In 1896 about Rs. 1,800 were available for distribution.

A MEETING of the subscribers to the N. M. Paramanand Memorial Fund was held at the Mukhshala of the Prarthana S. Mandir under the Presidency of Dr. Atmaram Pandurang for the consideration of the form the memorial should take. There were two schemes before the meeting, one of which aimed at making over the amount collected to the 'Students' L. and S. Society' to institute a Girls' English School in memory of the deceased. The other scheme recommended the founding of a Prize in connection with the University to be awarded to the best Essay in Marathi and Gujarathi alternately on any subject connected with (1) Indian Social Reform; (2) Philosophy and History of Religions; (3) History; (4) Geography; and (5) Indian Economics; and in the event of there being no essay

entitled to receive the Prize, the same to be awarded to the Hindu female candidate who should pass the Matriculation examination with the highest number of marks, and, in the absence of any such female candidate, to the unmarried Hindu male candidate passing the examination of B.A., with the highest number of marks. After a keen discussion on the relative merits of both the schemes, the proposal to found a University Prize was found to have secured a majority as was declared by the President towards the close of the meeting.

At the recent opening ceremony of the Ahmedabad College, His Excellency Lord Sandhurst observed as follows:—"I sincerely hope that, whilst every attention is paid to the studies pursued, it will not be lost sight of that physical education and muscular development are in no way less necessary than intellectual instruction. There is an old saying that 'all work and no play makes Jack a dull boy,' and I should like to see all the teachers not limiting their influence and their interest in their pupils merely to the class room, but extend that interest and that influence into the recreations of the youths for whom they are responsible, and in encouraging them not only in the book of recreation, but also in the sport of recreations which will take place without doors. I consider that the profession of a teacher is a very noble one; it is a very responsible one, because he is entrusted with the training up of the youth of the next generation. I am glad to learn that here, in connection with this institution, the professors pay attention, and pay attention only to the education and instruction that they have to impart. I do not consider that it is part of the duties of instructors and professors who have to train the minds and understanding of the youth of this country that they should be dabblers in politics, and I am of opinion that they should restrict themselves to those duties for which they receive their salary, and that they should give their whole hearts and minds to the proper performance of those duties. I have remarked that the profession of a teacher is a noble one. All teaching to my mind should be made as attractive as it possibly can be. It is not only the cramming of a certain amount of facts, figures and formulæ into the mind or memory of a youth that we wish to obtain, but the training of the mind so that he may in turning out for himself develop a sense of proportion and bring his own judgment to bear on the problems submitted to him in after-life."

BENGAL.

THE Government have sanctioned the reconstruction of quarters to military students in the Calcutta Medical College at a cost of two lakhs.

A MEMORIAL portrait of the late Bankim Chunder Chatterjee, the well-known Bengali novelist, was unveiled on the 27th ultimo, at the Senate House, by Mr. Polton, the Chief Secretary to the Bengal

Government. Mr. Justice Gooroodass Bannerjee gave a short sketch of the life and work of the deceased.

The students of the various colleges met on the evening of the 13th ultimo in the Young Men's Christian Association Hall to present an address to Mr. Kalichurn Bannerjee on his return to the Bengal Legislative Council by the University of Calcutta. The chair on the occasion was taken by Justice Gooroodass Bannerjee. The proceedings began with the singing of a hymn, after which the address was read. Mr. Kalichurn Bannerjee thanked the students for their good wishes and promised to promote their interests to the best of his ability.

CEYLON.

The Old Boys of Wesley College, Colombo, met on the 25th ultimo and formed an Old Boys' Association.

DR. GERALD DE SARAM, of Kollupitiya, has offered a handsome electro-plated cup for competition among the students of St. Thomas' College, Colombo. Dr. Gerald de Saram is an old student of the College and takes a great interest in his *alma mater*.

FOREIGN.

The Kaiser Wilhelm University at Strasburg has conferred the honorary degree of Doctor of Philosophy on Professor Flinders Petrie, the Egyptologist.

M. GEORGIEFF, the Bavarian philanthropist, who founded the University of Sofia, has left by in his will the equivalent of thirty lakhs of rupees for the foundation of a great Technical School at Sofia.

It is under contemplation to start a Sickness and Accident Fund in connection with the Teachers' Guild of Great Britain. The scheme has been carefully prepared by the Chief Registrar of Friendly Societies. As a sample of what is offered, a male teacher, aged 21, by paying 5s. per month, is entitled in case of illness to £3 a week for the first thirteen weeks; £1 10s. for the second thirteen weeks; and 15s. for the remainder of sickness.

In his presidential address at the annual meeting of the Medico-psychological Association of Great Britain and Ireland, Dr. T. W. Macdowall dealt with insanity in India. While in England and Wales there were three lunatics to every 1,000 of the population, the total number under official care in India was only 4,311 or one in 70,000. In the Native States there was only one asylum. In British India there were only 24, and of the inmates 1,154 were criminals. If the women in India were to have asylum treatment, institutions entirely officered by women must be opened at convenient places. The

criminal element should be removed from existing asylums, and army medical officers should no longer be at the head of asylums.

Educational Notes.

RECENT returns show that as many as 117 educational periodicals are now published in Germany.

ACCORDING to a German Journal devoted exclusively to manual training, the contributions made towards manual instruction by the Prussian Government amounted to £1,284 in the session of 1896-97.

THE Deutsche Lehrerverein offers a number of prizes for schemes of school teaching in the mother-tongue—history, geography, natural science, arithmetic, elementary geometry and domestic economy. The schemes are to embrace the work of each of eight classes in an elementary school, and are required to provide a systematic survey of the several subjects.

THE Japanese Government has obtained from its Parliament a grant of twenty additional travelling scholarships for University men. These scholarships, which now amount to 40, are tenable for two years in France, England, or Germany. They enable young Japanese scholars to finish their education in a manner befitting the needs of modern civilisation. In the new year the number of scholarships will be increased to 60, and so on by 20 annually.

PROFESSOR RHYS DAVIES, the distinguished Orientalist, says:—"So far from thinking that the natives of India were entirely devoid of the historical sense, he would like to say that they had constructed books of historical record certainly of equal value to similar records on which modern histories in Europe were based. The chronicles of the kings of Cashmere or Ceylon or the native records in the Native Courts were about as full as their own records at corresponding times."

LITERARY ITEM.—Under the title of "Freshman Composition," Mr. Henry G. Pearson, of the Massachusetts Institute of Technology, has set forth the method of teaching English so successfully pursued in that institution. The book is prepared primarily as a guide for students' use in the class-room. Its unique feature is that it begins with the study of the whole composition—which is the natural place to begin, then treats of the paragraph, the sentence, and last of all, of words, thus completely reversing the order of Mr. Barrett Wendell's excellent book. Professor Arlo Bates has written an Introduction, and D. C. Heath & Co. are the publishers. The book will appear about September 1st.

We take the following from a paper on "Teaching as a Profession" read at a meeting of the Dundee Branch of the Educational Institute of Scotland:—

This is one of the distinctive differences between teaching and the professions. The teachers all along have been far too passive, and have submitted to have their conditions of work and services dictated to them from outside bodies. Surely it cannot be regarded as an extravagant demand on the part of teachers that they should be allowed some voice in the settlement of the conditions and subjects of teaching, for who are better able than the trainers of the young to gauge the quantity and the quality of educational pabulum set before their young charges? But no—a book of recipes called the Code must be adhered to, and the same dose of the same stuff has to be administered to each little wretch without regard to his capacity or assimilative powers.

THE innovation of converting teachers' associations into state-aided bodies has been reserved for Hungary. The Minister of Education, Wlassitsch, proposes to submit important educational questions to their consideration, in order to have the benefit of their opinions at the Education Office. In consideration of this service, the associations are to receive a certain sum from the Government. Members are to be allowed their expenses of attending meetings. In every school district the sum of fifty gulden is set apart for the best essay on a given question, the judges being the school inspector and two members of the local society. Whether this scheme will be accepted by the teachers remains to be seen. The dividing line between Government aid and Government control is difficult to maintain, and the teachers' societies may prefer their independence to any form of state aid, however attractive or flattering.

WHY is it necessary to teach science in Secondary schools?

1. Because the habits of mind characteristic of scientific men are worthy of cultivation, and some of these, notably the power of observation, are cultivated by no study so well as nature study.

2. The study of nature begets a love of nature, and the love and study of nature becomes a source of perennial happiness to him whose eyes have been trained to see her beauties.

3. The study of science and the influence of the scientific method lead to care in making statements and check one of the faults of all young writers, viz., the tendency to make sweeping and exaggerated statements.

4. The study of science develops and strengthens the imagination and the feelings.

5. Science studies appeal to a certain class of minds which are but little attracted to other branches

of study, and serve therefore as the intellectual salvation of some who otherwise might perish by the way.

6. A man who is unacquainted with modern science cannot well understand the language of educated men, and he cannot interpret sympathetically and adequately the literature of his own day.

UNDER the law of July 10, 1896, decrees have recently been issued for the Government of Universities in France. Each University is to have a council consisting of the rector, the heads of faculties, and two delegates of each faculty elected triennially by the professors. The council, subject in certain cases to the approval of the supreme education council, will have control over the teaching, discipline, and property of the University. It will, however, have merely a consultative voice on the finances, and on the creation, abolition, or transformation of professorships, for the State will continue to pay the stipends. The maintenance of buildings, on the other hand, will fall on the University, and must be defrayed from students' fees or from endowments. The State takes the fees for examinations and State diplomas, but all other fees go to the University treasury. It will, therefore, be to the interest of each University to attract as many students as possible. The receipts of Paris University are estimated at 600,000 francs and of Lyons at 130,000 francs, but Besancon and Clermont have at present only 700 francs or 800 francs, and will obviously have to solicit subsidies either from the State or from local bodies. Failing this, the smaller Universities are likely to succumb. One of the features of the new system is that a student will, as in Germany, be able to migrate from one University to another without lengthening his studies or delaying his degree. It will be interesting to see the working of this decentralising measure and the revival of University home rule.

THE Rev. Dr. Butler, Master of Trinity College, Cambridge, late headmaster at Harrow School, recently distributed the prizes to the pupils of Berkhamsted School, and in his speech drew a comparison between the enthusiasm of schoolboys in connection with mental and intellectual pursuits as compared with athletics. He wished to lay special stress on the word "enthusiasm," for it was a question whether the time spent on athletics would not be better spent on the training of the mind. It was a question whether their enthusiasm—worship, if they liked—should not be given to more serious objects, and not spent exclusively on what fell short of the highest. He had sometimes thought that he had detected signs of a waning interest in intellectual pursuits in some of the great public schools of the country. If the great Dr. Arnold had to recommence his work at the end of this century or the beginning of the next, he would find it harder to instil into his boys an enthusiasm for intellectual pursuits than he had done fifty or sixty years ago. They had at the

present time as much honesty in their schools; they had as much *esprit de corps* among the boys; they had, perhaps, more kindness of feeling prevalent in the schools; but with regard to intellectual enthusiasm he confessed that he felt sometimes disposed to "crack." He had sometimes got into sad disgrace over his remarks on that subject, but he felt it ought to be noticed on such occasions as that. He had observed, too, how the various school magazines had undergone a change. When they commenced they used to contain a good deal about science and kindred subjects. They now usually had a few badly done pages on some scientific subject at the commencement—and that was generally the work of one of the masters—and the remainder was a magnificently got-up record of what cricket bats had been won by the boys, and how won; of all the games and sports they had engaged in; of what boys had won their colours, right down to the smallest boys. He counselled a more devoted interest in intellectual and scientific pursuits.

ACKNOWLEDGMENTS.

We beg to acknowledge with thanks the receipt of the following remittances on account of the **EDUCATIONAL REVIEW** during July and August 1897.

	RS.	A.	P.
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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, &c., should be forwarded to the Publishers, EDUCATIONAL REVIEW Office, No. 4, Mount Road, Madras.

N.B.—Please notice the Editor's address—Mysore.

The Educational Review.

The Pupil-Teacher system was lately discussed at the University Extension Conference held at Oxford. We have often expressed our views on the demerits of this system, and we are therefore gratified to find that those views are more or less in accord with the opinion of so high an educational authority as Sir Joshua Fitch. From the report of the Conference to hand, however, it seems that Sir Joshua did not sufficiently emphasize the

fact that the system has been considerably improved of late, and that, in large and populous centres at least, the pupil-teachers are not by any means exclusively engaged in the laborious work of class-teaching. Mr. Earnest Gray, M.P., who virtually represents the National Union of Elementary Teachers in Parliament, showed at the same Conference that it was in the case of small rural schools that the abuses of the system were seen at their worst. We would also add that abuses abound even in large centres in the case of voluntary schools. Where class-teaching does not encroach on the time necessary for the instruction of the pupil-teachers themselves, the evils of the system are reduced to a minimum. But we are afraid that in the vast majority of cases, it is, as Sir Joshua Fitch asserts, viz., that school managers are very apt to look upon pupil-teachership as a cheap form of educational work and as a means of getting labour in the schools at the cheapest rate. Where such degraded views are held, it is safe to say that inefficient labour is the result.

Early in the present year we had the opportunity of visiting the Reference Library of the English Education Department at 43, Parliament Street, London. The Library is in connection with the Bureau of Education, the department lately created by the Government and placed in charge of one of the ablest of England's young educationists, Mr. M. E. Sadler, M.A. The library is open daily to all readers and will become increasingly indispensable to those interested in the subject of pedagogy. Reports and papers on education are here brought together from every quarter of the globe and particularly interesting is the collection of educational journals and magazines both British and foreign. India, fortunately, has no need to copy England in this respect. At Madras, at least, there is adequate provision in the way of Educational Reference Libraries. At the office of the Director of Public Instruction there is a respectable collection of pedagogical works open to the inspection of teachers. In course of time we trust the institution will be developed and will justify its existence by the increasing appreciation of teachers. The Madras Teachers' Guild, too, has made a modest beginning of a pedagogical collection. There are other centres, too, in India, such as Mysore, where every facility is afforded the earnest teacher of increasing his stock of pedagogical knowledge. It would be interesting to know to what extent these institutions are used by teachers. There is no teacher so experienced as would not benefit considerably by a systematic study of pedagogy in any one of its branches. Especially in India do we need to examine and make a comparative study of foreign educational systems; but we have reason to believe that it is just in this partic-

ular branch of pedagogy that our educational libraries are specially weak. Our Directors of Public Instruction would be performing a public service by developing this section of the libraries under their charge, and no better means of doing this can be found than in the establishment of Bureaus analogous to those in the United States of America and England.

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As our readers are aware, the question whether primary education shall be wholly secular is being as keenly discussed in Australasia as it is in England and Germany. The "Year-Book of Australia" quoted in the *London Journal of Education* for 1897 supplies a few facts which are useful to bear in mind as we follow the controversy. It is instructive to note that in Australia, as has been invariably the case elsewhere, education was first undertaken by ecclesiastical bodies. This is a fact which is too often overlooked by the partisans of secular education. The indebtedness of primary education to religious bodies is apparent and real. But now that the importance of the spread of elementary education among the masses is adequately recognised by all classes, it is only right that the State should undertake the supervision of primary education, and that this latter should be carried out on non-sectarian lines. Accordingly the Education Acts of all the Australian colonies enact that the bulk of the school day shall be devoted to secular instruction exclusively. When religious instruction is imparted, attendance is not compulsory. No test of fitness to impart religious instruction, or even knowledge of the contents of Scripture, is exacted from the teachers. In Germany, the Social Democrats are bent on

making primary education purely secular on the ground that religion is the affair of each private individual. There can be little doubt that if such a scheme were put into practice, a vast number of children would grow up, not only without any definite ideas of the doctrines of particular sects, but without any ideas of religion in general. In India, in Government institutions at least, instruction is entirely secular, and justly so. But, although it is to be regretted that circumstances make it impossible for the Government to recognise religious instruction, yet, on account of the essentially religious character of the Hindu peoples, it is an evil which may be viewed with comparative equanimity.

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In a recent issue of the *London Spectator* there is a leading article based on, or rather made up of extracts from, a paper prepared by an English lady for the volume of special reports on educational subjects just issued by the Bureau of Education to which we have already referred. In Germany, apparently, much definite instruction is given from Nature direct. The Germans in this respect at least remain faithful to the teaching of Pestalozzi, who in his turn was inspired by Rousseau. The school compound, or garden we should rather say, is utilised for the purpose of teaching direct from Nature. But better still, systematic journeys extending from three days to as many weeks are often made by the schoolmaster and his boys into the surrounding country. The journeys are made on foot. Each boy carries on his back all that he requires for the time being, including what must appear as quite outlandish things to the stay-at-home Hindu boy—"clothes-brushes and shoe-brushes, needles,

thread, string and pins, ointment for rubbing on the feet, a small medicine chest, a compass, a field-glass, a pocket microscope, a barometer and a tape measure." Places of historic, geographical or botanical interest are visited, and rich indeed is the store of knowledge so readily, so thoroughly, because so naturally acquired. The knowledge is something; but the means of acquiring that knowledge is of still greater value. Think of the observation employed, the patience exercised, the vividness of the instruction, the enthusiasm displayed as each succeeding treasure is secured, as some hidden fact is suddenly revealed by Nature, as historic scenes are displayed to wondering eyes. To this extent, at least, it is a pity we cannot make that return to Nature which Rousseau was always urging. Oh! for a single "school journey" here in India in place of a thousand porings over the well-thumbed book!

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In the report on the working of the Teachers' College, Madras, during 1896-97, the Acting Principal remarks that the year under review "is the first year in which students have been sent for training in the Teachers' College by the Travancore Government." This is a noteworthy fact, but it is still more worthy of note that the four students sent from Travancore belong to four different communities and to such thoroughly representative ones as the Brahmin, the Nayar, the Syrian Christian, and, wonderful to say, the Tiya communities. This speaks well for the Travancore Government, for, as our readers know, that Government has been charged, apparently with justice, with overlooking the claims of all classes other than that of the Brahmin, and has treated the Tiya community in particular with marked

neglect. Every obstacle has been put in the way of the Tiya being educated on equal terms with the Brahmins. And when, every difficulty surmounted, the Tiya has passed the examination which makes him the proud possessor of certain letters, his claims to Government service are passed by for caste reasons. These are charges which have been made both in particular and general terms by the press for some time back. The fact, however, that the claims of four communities, including the Tiya, have been considered in the dispensing of the educational patronage so far as scholarships at the Teachers' College are concerned, seems to show that either the Travancore Government has been unjustly charged with favoritism or that it intends to recognise in future the claims of the Tiyas. If a sufficiently large number of educated and well trained Tiyas are forthcoming as teachers, then the problem of Tiya education will be solved. We trust that the next report of the Teachers' College will show that the claims of the Tiya community have been recognised on a much larger scale. At the rate of one trained Tiya teacher a year, it will take many years before the demand is equalised by the supply.

In our last issue we announced the fact that the London University Bill, the object of which was to give the metropolis a kind of teaching University, was withdrawn in the House of Commons on account of much anticipated opposition. It will require some hardihood to take up the question again in Parliament, so far as it will involve any interference in the constitution of the present institution. But no sooner was the London University Bill brought to an unhappy end in the House of Commons than the idea of starting an entirely

new and independent University under the name of the Westminster University was suggested. The idea has been already keenly discussed and warmly approved of even by members of the existing University. These naturally enough resent any legislative interference with the constitution of a University which has done, and continues to do, excellent work in examining candidates who would find residence inconvenient, if not impossible. We think it highly probable that the creation of another University will be the solution of a problem which has been before the teaching bodies of London for many years past. There can be no question that London desires and has need of a real teaching University. But it is also desirable that the present University should not be sacrificed to such a scheme. The establishment of a separate University will probably satisfy all parties.

Readers of the *Educational Review* will remember the appreciative article which appeared in the May issue on the late Rai Bahadur P. Sundaram Pillai, M.A., M.B.A.S., F.R.S., Professor of Philosophy in H.H. the Maharajah's College, Trivandrum. Remembering that article, and its admirable summary of the merits and life-work of the late Professor, they will be surprised to hear that no steps have been taken to perpetuate the memory of one who in his way was as remarkable a man as Professor Bose. So far the educated gentlemen of this country have made but few original contributions in any branch of study. Mr. Sundaram Pillai's work in elucidating the history of his State was warmly acknowledged by the Government of India and leading societies in England. The fact that Mr. Sundaram Pillai was a native of

Travancore and was educated in the same State should be an additional reason for the people of Travancore taking immediate steps to perpetuate the memory of that gentleman.

We are glad to see that at the last meeting of the Senate of the Bombay University, it was unanimously agreed to accept the offer of Rs. 3,50,000 from the sons of the late Sir Mangaldas Nathubai in full satisfaction of the claims of the University under the will of their father. Sir Mangaldas died so long ago as 1890, and so far the magnificent bequest of that gentleman has been unused owing to litigation which has had for its object the separation of Sir Mangaldas's self-acquired property from his ancestral property. Mr. Justice Ranade, in bringing forward the proposition that the offer of the sons of Sir Mangaldas be accepted, gave it as his opinion that the litigation in connection with the case would continue for another fifteen years, and for this reason he strongly urged the Senate to accept the offer, although by so doing the University might possibly lose a few thousand rupees. The munificent gift will be devoted to the founding of scholarships which will enable Hindu graduates to proceed to England and reside there between three to five years for the purpose of acquiring a technical education. The many and varied industries of Bombay will undoubtedly benefit by this wise bequest, and many able young men will now have the opportunity of turning their attention to the development of the industries and material resources of this country. We heartily congratulate the Bombay University on its acquirement of so magnificent a sum of money, and trust that its sister Universities of India, which have not been nearly so fortunate

as Bombay in the matter of bequests, may soon be the recipients of equally munificent gifts.

In his report on the working of the Maharajah's College, Vizianagram, for the official year 1896-97, the Principal clearly indicates the extent of the loss which higher education has sustained in the death of H.H. the Maharajah. That prince, was known before all things for his lavish generosity. The Principal bears witness to the fact that thousands of students owed their education entirely to his munificence. His ambition, apparently, was to make Vizianagram a great educational centre, and with a view to this object he patronised the local college. Lecturers from the College were sent to Calcutta to be trained at the Meteorological Observatory and to attend the course of lectures in Physical Science and Chemistry at the Presidency College. Had he lived, the local College would have been rebuilt on a grand scale, and quarters for the staff and a hostel for the students would have been set up. A Museum, an Astronomical and a Meteorological Observatory would, sooner or later, have been established at the capital. With the Acting Director of Public Instruction, we trust, that the College will continue to be maintained in an efficient condition by the administratrix of his estates.

We believe it is the intention of the Travancore Government to create Educational Boards in the most populous centres in that country. These Boards are to be brought into existence for the purpose of serving as advisory bodies to Government on matters of education. We do not know

how the members of these local Boards will be selected, whether by election or nomination. But in either case, men of education, thoroughly versed in the educational needs of their district, are likely to be chosen. The result must be highly satisfactory if, having secured the best available men, Government defers to their opinion and legislates with a view to local wants. An inelastic code, to be accepted without modification in all circumstances, is generally the result of bureaucratically governed countries. A wise government will, as far as possible, make allowance for local circumstances, and this it can best do by the creation of Boards such as those to be created by the Government of Travancore.

If the report of the Church Mission High School and Teachers' Training School, Lucknow, for 1896-97, we notice a remark which the educational authorities concerned should take to heart. It is that the Education Department does not publish the annual curriculum till a day or two before the term commences. Last year the curriculum was published one day before the commencement of term—this year, two days. Masters in the N.-W. Provinces should be grateful for small mercies! At this rate of progression the next generation will receive the curriculum some three weeks before term commences. But seriously, the Department ought to consider the great inconvenience to which masters must be subjected by the tardy arrival of the programme of studies for the year.

We have received communications which The Oriental would go to prove the success of the Oriental College at Lahore. But the *Punjab Times* of the 25th ultimo (quoted by the *Madras Times*) openly acknowledges the comparative failure

of the College and seeks to account for the failure for personal reasons. Apparently Dr. Leitner and Sir Lepel Griffin were the chief supporters of the College, and when they went away "very little interest was taken in the institution by Government authorities. Furthermore, both Dr. Leitner and Sir Lepel Griffin were unacquainted with the Sanskrit language, and the Lahore Oriental College was rather an institution for smatterers of Arabic and Persian than a place for imparting Sanskrit education such as would have been appreciated." Should the Madras University decide to establish an Oriental side, we hope it will take warning from the Lahore College and make the Oriental course a thorough one.

A propos of the way in which educational officers in this country get saddled with innumerable appointments, the *Cochin Argus* has the following on the recent changes which have taken place in the staff at Trivandrum College, Travancore. If it is a fact that the gentleman concerned does hold all the appointments attributed to him, comment would be superfluous.

"The already-overworked Principal, Professor of Mathematics and Physiography, Curator of the Government Book Depot, Honorary Director of the Observatory, the Educational Secretary to the Dewan, the President of the Government Lecture Committee, Superintendent of the Agricultural Demonstration Farm-yard and the Industrial School of Arts, and the friend, protector and official apologist of his erring subordinates and numerous dependents and the evil-genius of his unassuming and 'unpractised-to-fawn-and-flatter' subordinates, is now saddled with the additional function of teaching English in the College classes!"

EMINENT EDUCATIONISTS IN INDIA.

V.—PROFESSOR J. C. BOSE, M.A. (CANTAB.), D.Sc. (LONDON),

Professor of Physics and Science, Presidency College, Calcutta.

The present year will perhaps be long remembered as one in which acknowledgment was made by the scientific world of the important part India will play in the further advancement of science. Addressing an audience at the Imperial Institute, Sir Henry Roscoe, Vice-Chancellor of the University of London, thus referred to the researches carried out by the subject of our sketch:—"The work he has done has been of the highest order, and it shows that Eastern people are equally capable of making scientific discoveries and of becoming great experimentalists as those who live in the West. Such researches are important to the welfare of a country—whether it is India or our own—it is all the same—we are all one empire. There is no manner of doubt that it is by researches of this kind that nations progress—intellectually, commercially, and industrially." Lord Reay, who followed, observed that "there is no such thing as English science or Indian science. Science is absolutely international—it is absolutely cosmopolitan. Therefore any result obtained by our friend in India in the field of research can be at once annexed by us without protest."

The fact that science is absolutely cosmopolitan explains how one who was till lately a stranger received such a welcome from the representatives of the great nations of the West at the centres of intellectual activity—London, Berlin and Paris.

But in India the success of Professor Bose means a great deal more. It has held out to his countrymen the possibility of their working for the advancement of world's knowledge and marks the commencement of an era of scientific activity.

Professor Bose comes of an ancient family of Vikramপুর in the district of Dacca. His father, Bhagwan Chunder Bose, was a great scholar and mathematician and held a distinguished position under Government. He was very liberal in thought and took active interest in social and educational questions. He was even at that early period a strong advocate for the industrial development of his country, and was perhaps the first to establish a technical school in Bengal a quarter of a century ago. He also took great interest in the education of women.

Mr. Bose after taking his degree at the Calcutta University went to England to further his studies. His friends wished him to try for the Indian Medical service, but the fascination exerted by pure science was too strong, and he entered the University of Cambridge. He joined Christ's College of which he was elected a scholar, and worked at the Cavendish Laboratory made famous by the labours of Maxwell and Rayleigh.

In 1884 he took his degree at Cambridge and at the same time obtained the degree of Bachelor of Science of London. While at Cambridge he had the good fortune of secur-

ing the friendship of the late Mr. Fawcett, who used to take great interest in his welfare.

On his return to India he was appointed to the chair of Physical Science at the Presidency College, Calcutta.

At that time there was no laboratory worth the name in connection with the Presidency College. Professor Bose's first object was to establish one where students could undertake advanced work. This had to be done under great difficulties, as the necessity for a laboratory was not then understood. That original scientific researches would ever be accomplished in India was then beyond the dreams of the most enthusiastic educationist. Much of the apparatus was constructed at the laboratory, and by slow additions the institution was brought to a state of fair efficiency.

It was at the beginning of 1895 that Professor Bose commenced his investigation on Electrical Radiation, and in May 1895 the results of his first researches "On the Polarisation of the Electric Ray" was read before the Royal Asiatic Society of Bengal. These researches soon attracted the attention of the scientific world. Lord Kelvin declared himself "literally filled with wonder and admiration for so much success in these difficult and novel experimental problems." The *London Times*, referring to it, remarked—"the originality of the achievements is enhanced by the fact that Dr. Bose had to do the work in addition to his incessant duties as Professor of Physical Science in Calcutta and with the apparatus and appliances which in this country would be deemed altogether inadequate. He had to construct for himself his instruments as he went along. His paper forms the outcome of the twofold line of labour—construction and research. Professor

Bose is not only an example of the change from the old philosophical *a priori* pursuits of learned Indians to the experimental science of the West, but he has also persuaded the Government to recognise that change."

Professor Bose's next paper "On the determination of the Indices of refraction for the Electric Ray" was communicated to the Royal Society by Lord Rayleigh and published in the Proceedings of the Royal Society. The importance of these researches was recognised by a grant from the Parliamentary Fund at the disposal of the Royal Society.

Another paper "On the determination of Wave-length of Electric Radiation by Diffraction Grating" was accepted and published by the Royal Society. In recognition of these researches the University of London conferred on him the degree of Doctor of Science, the highest honour at the disposal of the University.

The Government of Bengal became interested in these researches and created a special Research Fund to be placed at the disposal of Professor Bose. Soon after, the Secretary of State, at the special recommendation of the Government of India, sanctioned the deputation of Dr. Bose on a Scientific Mission to Europe.

After his arrival in England, Professor Bose read his paper before the British Association at Liverpool "On a complete apparatus for the study of the properties of Electric Waves," and exhibited the perfected apparatus used in his researches. The audience consisted of the most illustrious physicists of Europe. So keen was the interest felt that the audience insisted on his continuing his address, though it was long past the usual time of adjournment. As he went on explaining the working of his apparatus, Lord Kelvin repeatedly ex-

pressed his keen appreciation and admiration by leading the cheering which followed each exposition."

The scientific success thus achieved brought our Indian professor into intimate contact with the leading scientific men of Europe. He was invited to visit the important seats of learning. At Glasgow, Lord Kelvin gave him the most cordial reception. He visited the different Universities where he received great kindness.

While in England he brought to successful conclusion an important research "On the Selective Conductivity exhibited by certain Polarising substances." The paper embodying the results of these researches he read before the Royal Society.

He was soon after asked by the Royal Institution to deliver a Friday Evening Discourse on his researches illustrated by his apparatus, which had excited so much scientific interest.

He delivered the address on the 29th of January last. It was an unique event to find an Indian Professor lecturing to an audience of appreciative European savants upon one of the most recondite branches of the most modern of the physical sciences, from the identical place whence Davy, Faraday and Tyndall used to deliver their addresses. The great hall and the galleries were crowded with men distinguished in various walks of life. "In many ways the lecture recalled Mr. Nikola Tesla's memorable discourse of five years ago, in which the enthusiasm of the individual was as interesting as the experiments. The fates, however, were kinder to Professor Bose than to Mr. Tesla; all the experiments succeeded exceptionally well." Thus wrote the leading electric journal, in noticing Professor Bose's lecture which

evoked great enthusiasm from his distinguished audience.

The *London Spectator* declared that Professor Bose's success in scientific pursuits "suggests the possibility that we may one day see an invaluable addition (from India) to the great army of those who are trying by acute observation and patient experiment to wring from nature some of her most jealously guarded secrets."

At the Society of Arts he read a paper on the teaching of science in India. He advocated the establishment of laboratories for research work and foundation of post-graduate Scholarships and Fellowships for the encouragement of advanced studies. His suggestions were not only supported by the leading journals, but Lord Lister, Lord Kelvin and other eminent men of science submitted a memorial to the Secretary of State for India for the establishment of research laboratories in India "which would not only be beneficial in respect of higher education, but also would largely promote the material interests of the country."

In an interview granted to him by the Secretary of State, Professor Bose submitted to his Lordship the value of the practical application of science to Indian economics. At present, the great mass of the Indian population is dependent upon agriculture for its livelihood, and agriculture in its turn is dependent on the rainfall which is generally very uncertain. On the other hand, modern educational institutions are turning out by the thousand men with education for whom no satisfactory employment can be found; yet the development of various manufactures would afford ample scope for the energies of intelligent Indians who at present are at a loss what to do with their talents and training. It is in this connection that Professor Bose foresaw

the highest possibilities of science in India. Science will not only show how to exploit the economic resources of the country, but will teach us to discriminate between the industries which can and which cannot be profitably carried on under the climatic and other conditions prevailing in India. In connection with this it is of interest to read the recent statement of Lord George Hamilton in the House of Commons that it was "the policy of the Government to multiply the industries of the country thus rendering the population less dependent on the rainfall."

The reception accorded to Professor Bose on the Continent has been very cordial. In Germany he was invited to lecture at Kiel before the members of the University. At Berlin he lectured at the *Physikalische Gesellschaft* before an audience of leading German savants. He subsequently visited the Universities of Heidelberg and Halle. In France he was invited to lecture at the Sorbonne and before the *Société de Physique*, and an account of his researches has been published in the *Transactions of the Académie des Sciences*. The leading members of the Académie gave him a reception and expressed their high appreciation of the value of his work.

To educationists in India, the success of Professor Bose is a matter of great interest. The Universities are feeling that the time has now come to fulfil their highest ideal, which is the encouragement of learning.

THE ENGLISH UNIVERSITY SCHOLARSHIPS AWARDED BY THE CEYLON GOVERNMENT.

Two events which have recently called the attention of the public in Ceylon to educational matters are the award of the English University scholarship and the publication

of the report of the Director of Public Instruction for 1896. With the topics suggested by the report, I hope to deal in future issues. My immediate intention is to give a history of the English University scholarship. At first sight the subject may seem to be of too limited interest for a periodical dealing with education in general and circulating less widely in Ceylon than in India. But I trust it may not be considered out of place, in giving a first sketch of education in this island, to deal historically with what local officials, colleges and public alike are agreed in regarding as the Blue Ribbon of the Educational Derby of Ceylon.

This apologetic tone is, however, hardly needed, when it is pointed out that the present sketch must begin with a reference to India, and what Hindus, I believe, are greatly proud of—the University of Calcutta. Time was when instruction in Queen's College, the higher adjunct of the Colombo Academy now called the Royal College and which then occupied an unrivalled position among educational establishments in the island, was regulated by the course of studies prescribed by the University of Calcutta for the Entrance and First in Arts examinations. In the year 1859 in response to a suggestion from the Registrar of the University as to holding its examinations in Ceylon, Queen's College was added to the then existing academy with the view of preparing students in the special studies prescribed for those examinations, and affiliated to the University. As a result of this connection the Entrance and First in Arts examinations of the University were held in Queen's College for about eight years—till the year 1869. The highest prize in connection with these examinations was the "Senior Queen's Scholarship" of the value of

£20 a year, tenable for four years, awarded in January of every year to the best candidate at the examination held at Queen's College in the preceding December for entrance into Calcutta University provided he were placed in the First Division. The relegation of this scholarship, in two scholarships of equal joint value, to the Lower school of the reorganized Colombo Academy, just on the foundation of the English University scholarship, establishes its connection with the latter as in a way its predecessor. Preparation for the F.A. or B.A. course was evidently regarded in the same light that we regard the English University training, which the Ceylon student of to-day receives after he has won the University scholarship.

In 1867, a Commission was appointed by the Legislative Council to report on the state and prospects of education in Ceylon, and to suggest any improvements that might be deemed desirable. Two of the subjects to which this Commission turned its attention were the continuance of Queen's College and its connection with the Calcutta University. The small number of students who availed themselves of this higher branch of the Colombo Academy was regarded by the Commission as a very poor justification for incurring the expenditure which the maintenance of the College involved. The character of the education imparted in the Colombo Academy was also stated to be injuriously affected by its connection with the University of Calcutta. The teaching of English was not given the prominence it deserved. Too much time was being spent over Latin and Mathematics in the Lower and Upper schools of the Academy, in order to enable the students of Queen's College to pass the Entrance examination the sooner. The special purposes which

the Lower and Upper schools were intended to serve in furthering a practical commercial education for the majority of students, were thus being sacrificed to the Entrance course. Moreover, the soundness of the higher education which the Upper school was intended to impart, even to a few, was being endangered. In the opinion of a worthy master in the Academy, a student who had passed his Entrance examination was an indifferent English scholar, a profoundly bad Latin scholar and a poor mathematician. The Entrance course might be beneficial if students did not enter upon a career, especially the law, at so early an age, and if that course were regarded merely as a preliminary to a higher curriculum. But the ambitions of most of the students of Queen's College evidently do not seem to have soared beyond success in the Entrance examination; and when that goal was attained they turned their backs on the College.

As was to be expected, Dr. Boake, the Principal, who had been instrumental in introducing the Calcutta examinations and in superadding Queen's College to the Academy, made a bold defence of both. The institution of the Turnour and Mathematical prizes, he argued, reinforced though these were by local examinations for certificates, failed to give the stimulation to higher instruction which they were intended to supply. But the introduction of the Entrance course encouraged many students to seek after a higher standard of education. Owing to its prestige a larger number of students were examined in the eight years for which the Entrance examination was held than in the preceding twelve years. The course of study was also more extensive than those for the Turnour and Mathematical prizes combined, and before its adoption, the best

was not got out of the Ceylon student's abilities. As for the character of the studies followed in Queen's College, it was not necessitated by the Entrance course, but spontaneously adopted by him as the most desirable. Whatever the past and present numerical strength of the college, he was sanguine that the future would show better results.

The Commission, however, chose to be guided by its present knowledge, and while regretting a difference of opinion with so experienced an educationist, recommended in strong terms that Queen's College be abolished and that the connection between the Academy and the University of Calcutta be severed. It suggested that in the Upper school of the Academy a sound English, Classical and Mathematical education be imparted with a view to an English University course; and in order to encourage and ensure a more general striving after a high standard of education, it recommended that there should be two scholarships of the value of £150 a year each, tenable for three years, in an English University. A sum of £50 should also be allowed for the passage out, and in the case of a successful student, a like sum for his return to Ceylon. The June examination of the Sixth Form of the Colombo Academy was to be the test.

In pursuance of these suggestions, what is so familiar to the Ceylonese as the English University scholarship was established by the Legislative Council in 1868. The first award was made in 1870 without examination to Mr. J. Casie Chetty, a former pupil in the Academy, and at that time an undergraduate of Exeter College, Oxford. The first examination held for the award of the scholarships was in 1871, on the results of which it was awarded to Mr. P. Arunasalem, the present Registrar-General of the Island.

The scholarship continued to be awarded in this way for nine years—till the year 1879. In that year it was proposed by Sir Charles Bruce, then Director of Public Instruction, that as the local examination, confined to the Colombo Academy, had not stimulated higher education over the island generally, it should be replaced. An examining Board of recognised and established authority and prestige was what was granted. The condition which limited the competition for the scholarship to students of the Colombo Academy was anything but a stimulus to the diffusion of superior instruction, and should be abrogated.

These proposals were adopted, and in December 1880 the Cambridge Local examinations were held for the first time in Ceylon, and the University scholarship, no longer the monopoly of the Colombo Academy, was, on the result of the senior examination, awarded to T. A. Morgan, of the Academy. The impetus and the facilities thus afforded for the development of education in the island generally had most marked results, if the growth of the Cambridge examinations is any criterion. Further encouragements which formed part of Sir Charles Bruce's proposals materially aided in spreading higher education. These results, fortunately for the reputation of the Cambridge examinations, synchronized with the period during which these examinations were held. Thus it is that the Senior Cambridge Local held sway as a suitable test for the award of the University scholarship till very recently. The general development of education was certainly not wholly due to any inherent merits exclusively possessed by the Cambridge course.

The first attempt to supersede the Senior Cambridge Local examination came in 1890

from Mr. H. W. Green, Director of Public Instruction. Early in that year he addressed a circular to managers of High Schools and Colleges, communicating his own views, and inviting theirs, on the proposed substitution of the London University Matriculation for the Senior Cambridge Local as the test for the award of the English University scholarship. His views briefly summarised were these. In the London University there was greater opportunity for hard work by reason of less conviviality than at Cambridge or Oxford. There was also greater opportunity for scientific knowledge "to which our Ceylon boys take as naturally as ducks to water." A B.A. degree could be taken without leaving Ceylon. The Cambridge University English papers, as represented by a play of Shakespeare and mere grammar, narrowed the scope and aims of a Ceylon boy's abilities, and were less useful as a preparation for the English papers set in the Civil Service examinations held in London. Moreover the heading "English" on the Cambridge lines was complicated by the inclusion of such extraneous subjects as Logic and Political Economy. In the London examination the option of examination in Sinhalese or Tamil, as in Sanskrit and Arabic, could be secured. There was no paper in Religious knowledge, and therefore every candidate would start fair, and there would not be the heart-burning annually shown when marks in that subject were, as in the Cambridge examination, excluded. All the candidates would take not more than six subjects—and not less either—and there would not be the intolerable cramming and wearisomeness involved in taking 21 or 22 papers as was done by some candidates in the Cambridge examination.

This array of arguments amplified to greater

effect availed nothing to lower the estimate, formed by managers of Colleges and High Schools, of the Cambridge examination. The stoutest opponents of the proposed change were Mr. J. B. Cull, then Principal of the Royal College, and Rev. E. F. Miller, Warden of St. Thomas's. Both were of opinion that the syllabus of the London Matriculation was no advance whatever on that of the Cambridge examination, and that to surrender the latter, since the introduction of which such great strides had been made in education in the island, would be to put back the clock of educational progress. The weight of their opposition, as belonging to two of the most respected educationists in the island, prevailed, although their test of educational progress under the Cambridge system was merely the increasingly better annual results of the Cambridge examination itself.

The alternation suggested by Mr. Cull was the Intermediate in Arts of the University of London. But apart from the prohibitive fee of £5, the course prescribed for this examination was felt to be too advanced for the Ceylon youth who generally leaves College at the age of 19, if not before. And even now, after the lapse of seven years, the results of the London Matriculation are anything but gratifying to Ceylon pride.

Another alternative, that suggested by Warden Miller, was affiliation with the University of Calcutta—a sort of attempted repetition of history in a penitential form. The chief argument urged in favour of this change was that Calcutta being affiliated to Cambridge, and the preliminary examinations of the former being recognised by the latter, the University scholar's term of residence at Cambridge University could be shortened. But the question being that of raising the

standard of education, this argument had little weight.

And thus the Cambridge examination was given another lease of life, especially under the ægis of the authority of Mr. Cull, who was appointed Director of Public Instruction towards the end of 1890. It was felt, however,—by some, that a higher standard should be presented before Ceylon youths; by others, that some examination which required a better knowledge of the English language and of English literature and which imposed a less severe mental strain was sadly wanting. The question of superseding the Cambridge examination was therefore merely in abeyance and its position was again to be assailed. This time the assailant was Mr. Ashley Walker, Acting Director of Public Instruction during the absence of Mr. Cull from the island.

The view of this officer was not to supersede the Cambridge examination by another already generally recognised, but to make use of the Oxford and Cambridge Schools Examination Board in order to secure a special examination for the award of the scholarship, which would be free from the defects of the Cambridge examination, and at the same time afford other educational advantages which were thought desirable. To satisfy these conditions, a wider range of reading in English authors was to be included in the curriculum of studies, and a knowledge of a special period of English literature and of the history of the English language was to be required. In order to avoid the smattering in knowledge—that little of everything which was alleged to be characteristic of the Cambridge examination, and to obviate mere cram, it was proposed to narrow the scope of the examination, while rendering it thorough,

by making the examination Classical and Mathematical (including Science) in alternate years, the “English” being always retained. Further in the Classical section text-books were to be conspicuous by their absence, lest convenient recourse should be had to “keys” for the purpose of “getting up.” As no candidate was to be eligible for this examination who had not previously passed the Senior Cambridge Local “in Honours” or the First in Arts of the Calcutta University in the 1st Division or the London Matriculation, thus laid of a fair all-round knowledge, the “bifurcation” of the new examination was intended to give the Ceylon student an opportunity for that specialization which guides his course of studies when he has entered an English University. And finally, to enable the winner of the scholarship to proceed to England as soon as possible after the publication of the results, the examination was to be held, as in the case of the original local examination, not in December but in May.

The scheme as here sketched was submitted to managers of schools, received their general approval and the sanction of Government, and was finally adopted and embodied in the revised Code of 1896. Needless to say that the new examination was welcomed with practical unanimity except so far as related to the separation of classics and mathematics. The opposition to this division of subjects was plainly mistaken, not only because the classical student has but a poor chance in an examination in which mathematics, with its always heavy marks, is an element, but also because there is no meaning in the objection that the classical student's chance of competing may fall in the year of the mathematical examination, and *vice versa*, when every student has at least two chances, after

he has satisfied the qualifying tests, before he exceeds the age-limit prescribed for the examination.

The first examination under the new scheme was held in May last, and the number of competitors was four. Much disappointment was felt at this small number by those who seem to have forgotten that it is only the choice specimens of only the leading Colleges in the island who had any inducement to enter for an examination instituted solely for the award of a single prize. It has also to be remembered that the qualifying tests being admittedly severe, the initiatory stage of the new examination cannot justly be expected to be characterised by numerical success. On the results of the examination the scholarship fell to Wesley College which has thus signalled its success by associating its name with the new era. By a curious coincidence the last of the University scholars under the Cambridge system was also a Wesley College student who had the honour of being the first to win that honour for his *alma mater*. What the effect of the new scheme will be on educational development in the island it is premature to say. But if to reason from cause to effect is prophecy, one may safely predict for it the happiest educational results.

THE FORMATION OF A TEACHERS' ASSOCIATION IN BURMA.

The chief event of the month has been the meeting of teachers in Prome. The Director of Public Instruction, while on tour in Prome, had been so pleased with the Burmese schools there that he ordered the Deputy Inspectors of several districts to proceed to Prome to see the work of the two selected schools. The Inspector of Schools, Central Circle, in whose circle Prome is situated, suggested that all the Deputy Inspectors should come at the same time, and that the opportunity

of holding a meeting might be taken advantage of. Itinerant teachers and such school managers, aspired to come, were also to be invited. The 13th of September was the first day of the meeting, and on that day more than 120 teachers and others were present. Mr. Wedderspoon, the Inspector of Schools, Central Circle, presided, and was assisted by Mr. Wilkins, Officiating Inspector of Schools, Western Circle, and by Mr. O'Hara, Headmaster, of the High School, Prome. Mr. Wedderspoon opened the meeting by explaining the purpose for which they had been called together, and by intimating that, should the meeting be a success, there would be an annual gathering of the same kind. Then followed a paper by Mr. Wedderspoon on “Some Aids to the teaching of Geography,” in which he dealt with map-modelling in clay, map-drawing, and the use of the magic-lantern in teaching this subject. The lecture was given in Burmese at the morning meeting, the English-speaking teachers having a meeting at 4.30 p.m., when the lecture was re-delivered. The lecture was illustrated by excellent clay-models of the continents and of India and Burmah from Maung Ba and Maung Hurat's Lay Schools. At 11 a.m., the Deputy Inspectors and Teachers from Minbu and Magwe Districts, in the company of the Inspectors, visited Maung Ba's Lay School for demonstration lessons. A lesson on the Geography of Asia was given by Maung Ba, and the intimate knowledge displayed by the pupils, and their interest in the work, was a revelation to many. In addition to teaching from the model, the headmaster showed the efficiency which his boys had attained by asking a pupil, aged 11, to construct a model-map in sand. The teachers suggested that Arabia should be chosen, and the little fellow constructed, in about 10 minutes, an excellent model, showing the physical features and chief towns.

The kindergarten class was also taught in the presence of the teachers; and these children, whose ages varied from four to six years, showed wonderful ability in pointing out definitions from the

clay-model, in paper-plaiting and in answering questions on certain lessons. The noticeable feature of the work was its realistic character. In Geography the map was used only as an auxiliary to the model. In the kindergarten class observation had been encouraged, because the children were able to answer easy questions on familiar subjects which had not been specially taught in school.

On the second day, Mr. O'Hara, Headmaster of the High School, read an interesting paper on "Practical School Discipline." The subject of the paper was aptly chosen, for, if there is one thing more than another which Burmese schoolmasters do not appreciate, it is school discipline. The paper was repeated in the afternoon. During the day the demonstration lessons were repeated in Maung Ba's school and a visit was also paid to Maung Hurat's where an ingenious device of the Headmaster for illustrating the succession of day and night was shown.

On the morning of the third day a paper was read in English and Burmese by Mr. Wedderspoon on "Rules of Method" in which certain great rules of teaching were deduced from the observation of child-life, and it was shown how they could be applied to the teaching of every subject in the common school. In the afternoon of the same day Mr. Williams read a paper on "Some common faults in Vernacular schools." The subject appealed to all present, and the hints thrown out as to how Burmese schools could be improved were not lost upon those present.

An exhibition of kindergarten apparatus, kindly lent by the American Baptist Mission Press, was then held. After this exhibition Mr. Wedderspoon addressed the meeting thanking those present for their attendance. Many of them had come long distances to be present, and he hoped that they felt that they had in some measure been repaid for the trouble incurred. He further suggested that they should constitute themselves an association to be called "The Central Circle

Teachers' Association." This was unanimously agreed to, and the following office bearers were elected:—

Honorary President, John VanSomeran Pope, Director of Public Instruction; President, W. Gibson Wedderspoon, Inspector of Schools, Central Circle; Vice-President, H. E. Williams, Officiating Inspector of Schools, Western Circle; R. S. H. O'Hara, Headmaster, High School, Prome; Maung Po Maung, Deputy Inspector of Schools, Prome; Maungs Shwettmen, Deputy Inspector of Schools, Rangoon; Maung Hurat, Schoolmaster, Prome Town; General Secretary, J. A. O'Leary, Second master, High School, Prome.

It was further agreed to meet annually in Prome on a date to be fixed afterwards. It is hoped that next year many of the most enlightened priests will find it possible to be present.

Deputy Inspectors of Schools were to act as District Secretaries to assist the General Secretary. They will, at the same time, be Presidents of District Associations to be formed in their own districts to meet once a month.

The meeting terminated with votes of thanks to the promoters of the meeting and to the lecturers.

The amount of enthusiasm prevailing was very marked, and that a certain amount of *esprit de corps* has been created, cannot be doubted. The results should show themselves during the coming year.

The Rangoon Teachers' Association will require to look to its laurels if it does not intend to be left behind.

THE BATTERSEA POLYTECHNIC INSTITUTE.

The most noteworthy concession to the very generally expressed opinion that the great mass of the population, who during the day-time are engaged in commercial or industrial pursuits, required additional and improved facilities for education, is in London to be

found in the remarkably rapid development of the Polytechnic Institutes. Of these the first was opened in Regent Street in September 1882 on the site and in the completely transformed buildings of the old Royal Polytechnic, where for many years an attempt had been made to combine amusing entertainments with popular scientific instruction. It was the outcome of the private munificence of Mr. Quintin Hogg, whose philanthropic labours on behalf of the children of the poorer classes of the central districts of London had in the course of years resulted in the acquisition of an unequalled practical knowledge of the means best adapted to combat with the difficulties of their surroundings during the period of adolescence and early manhood. The history of his work and how the idea of the Polytechnic was gradually evolved is briefly, and with a modesty which is perhaps not conducive to strict accuracy, told in a paper which Mr. Hogg contributed to the Proceedings of the International Congress on Technical Education. The following extract indicates the broad lines upon which the work of the Polytechnic was to be conducted:—

By this time certain salient facts stood out clearly in the minds of those who had been working with the boys. The first was that, given a suitable place and suitable management, there was no difficulty at all in attracting London boys to an educational and social institute; the second, that so far as the writer could see, no existing institute had recognised the fact that God had given a young man more than one side to his character. There were educational academies, of which the Birkbeck was, perhaps, the most notable, which were educational and nothing more: there were religious institutions, such as the Y.M.C.A.; there were athletic clubs and working men's institutes, but each and all were either solely educational, solely religious, solely athletic, or solely social, and what appeared requisite to those who guided the fortunes of the Polytechnic was a place

where a young man could develop any one of these "sides," and would find a reasonable outlet for any healthy desire, physical, spiritual, social, or intellectual, which he possessed.

The results more than justified these anticipations. With such wisdom were the plans conceived, and so ably were they carried out that at the end of the first session it was found that no less than 6000 persons had availed themselves of the advantages which the new Polytechnic offered. Since then year by year the work has progressed, unexpected sources of financial support have greatly strengthened its position and enabled extensions to be made in all directions so that at the present time, notwithstanding the fact that numerous institutions somewhat similar in character have been started, the number of members and students has increased to upwards of 16,000.

From the very outset the Regent Street Polytechnic attracted a good deal of attention, and it was not long before the merits of its plan and the success which had attended its working were acknowledged by individual members of the Royal Commission on Technical Education and by various corporate bodies interested in the problems which it was endeavouring to solve. Later on when large sums of money became available in London for the promotion of technical education, the Central Governing Body of the City Parochial Foundation and the Technical Education Board of the London County Council, the two public bodies to whom was entrusted the charge of administering these funds, united in carrying out the scheme of the Charity Commissioners for establishing Polytechnics at suitable centres in London, to be run on lines as nearly like those of the Regent Street Polytechnic as is feasible with institutions under public control. Supplemented in their efforts by local aid, contributions from the City

Companies and private subscriptions, the net result has been the establishment of eight additional Polytechnics upon which for sites, buildings and equipment a capital outlay of more than half a million sterling has been expended, and for the maintenance of which an annual income exceeding £120,000 has been provided. Of this sum about one-fourth is due to the subscriptions of members and fees of students who number about 50,000, one-fourth is provided by the Technical Education Board, one-fourth by the City Parochial Charities and the remainder by the City Companies and grants from the Science and Art Departments.

In a valuable paper by Professor Garnett entitled "The work of the Polytechnics," the following passages occur and are given here to show the general features common to them all. With respect to the social side, Professor Garnett says:—

Every Polytechnic, the buildings of which are approximately complete, possesses its social and recreative departments, and its hall for public entertainments. These departments generally include reading-rooms, refreshment-rooms, social-rooms for men and women, game-rooms, gymnasias, and sometimes separate rooms for the meetings of clubs. All these facilities are open to members of the institute, who, in most cases, are admitted to the educational classes as well as the public entertainments at reduced fees, but in some cases membership of the institute is confined to students of the classes, thus giving to these Polytechnics a distinctly educational, rather than social, basis.

The Battersea Polytechnic Institute belongs to this latter class, as do also two others. With respect to trade classes, the policy adopted is thus described:—

In order to enable Polytechnics to meet the educational requirements of industrial students, it was necessary not only to provide workshops and class-rooms with adequate equipment, but to furnish

maintenance grants sufficient to enable the classes to be carried on independently of grants earned on the results of the examination of individual students, many of whom meet with extreme difficulty in attempting to answer questions on paper, while any examination syllabus, however skilfully drawn up, fetters to some extent the freedom of the teacher when attempting to adapt his teaching to the special needs of a particular class of students. The effect of the well-equipped laboratories and workshops of the Polytechnic has been to attract within their walls nearly all the distinctly technical teaching in London, with the exception of that carried on by the City and Guilds of London Institute, and independently by a few of the City Companies.

The people for whom the Polytechnics have been primarily started can as a general rule only make use of them in the evenings between the hours of six and eleven, and in the day-time the buildings would be practically unoccupied were it not for the fact that they are largely utilized as schools for the training of boys and girls who are in a position to come to them after they have left the Primary Schools. Professor Garnett says:—

The establishment of technical day continuation schools for boys and girls who have passed the Sixth Standard is rapidly becoming general in the Polytechnics. The leading idea of these schools is the provision of two or three years' training in science, art, and the use of tools, without neglecting the cultivation of literary subjects, for boys and girls who have left the public elementary schools and intend to enter industrial life. The work of the schools is so arranged as to avoid any breach of continuity when a pupil passes from a public elementary school into the Polytechnic day school. The elements of elementary experimental science form an important feature in the curriculum of these schools.

The School Board for London recognizes the necessity for giving girls after their ordinary school training, a special course of instruction in domestic work so as to better fit them for the home duties which fall to the

lot of the greater number of them. In the same paper, Professor Garnett alludes to this in the following passage:—

For the further utilisation of the Polytechnic buildings and equipment during the day-time, the Board defrays nearly the whole cost of conducting day schools in domestic economy, where girls who have left the public elementary schools obtain half a year's instruction in cookery, laundry, dress-making, and housewifery free of expense, and in addition receive two free meals a day and materials for dress-making classes.

From the above account it will be seen that the nine Polytechnics which have now been started in London possess many features in common, but in each they are modified so far as is necessary to make them convenient and suitable to the people of the district, the wants of which they are intended to supply. Each is controlled by its own Board of Governors and they, having adopted a general scheme for future work, seem to have been singularly felicitous in their choice of Principals to supervise the work and carry out the details. To their tact, zeal, energy and experience must be attributed not a little of the success which these institutions have already achieved. There is indeed a danger that in one sense they may be too successful as there is a continual tendency to an upward development along narrow lines, whilst it is more desirable that expansion should take place laterally and at a comparatively low level. What is wanted are attractions to draw in more of the industrial classes, who are less inclined than the lower middle classes to take advantage of the opportunities for self-culture, and the inclination, which must be counteracted, is constantly towards helping those who are best able to help themselves. Research laboratories and classes preparing students for University examinations are, in

their proper places, undoubtedly performing exceedingly useful functions, but it certainly seems open to question whether in institutions avowedly for the benefit of the working classes, they are not maintained by an expenditure of time, labour and money that could, and ought to be devoted to humbler but not less important objects. Teaching as a profession is still held in too low estimation for an ambitious man to be contented to work for a reputation as a teacher pure and simple. He regards it solely as a means of livelihood, and looks to scientific research or literary work for a reputation. Elementary teaching is so much drudgery and turned over as far as possible to assistants, though really requiring far greater skill and experience than that necessary for the advanced classes. In the latter the students are more intelligent and make fewer demands on the instructor, he has therefore more time for other work which, being of his own choice, usually awakens his interest and attention in a far higher degree than does what is really his profession. The advantages of research work for students are in no small measure due to the fact that it brings them in a far more interesting light before their instructors, who then unconsciously exert themselves in a way they are unable to do in the lecture room or ordinary laboratory. In a Polytechnic a lecturer on chemistry or physics can undoubtedly do more good in working out methods of laying the fundamental facts of his science before dull students in an interesting and easily comprehended manner than in making use of the resources of the laboratory, he is in charge of, for research work which will mainly benefit himself. London Polytechnics were never intended to be asylums for brilliant young Scientists working for fame

and position, to be deserted as soon as something better turns up, yet so they are regarded by some of their science teachers, and if the evil is allowed to grow it will result in a partial failure to achieve the ends for which they were established. The staff must be teachers first and specialists afterwards, and though possibly the time is not yet ripe for insisting on this very rigidly, it is not desirable that the heads of the scientific departments should be encouraged to regard research as an important part of their duties. That there is another side to the question I fully admit, but a further discussion of this very important matter would take me beyond the limits of my paper which is to describe the Battersea Polytechnic Institute as a typical example of the class. That I am at all in a position to do so is due to the courtesy of Mr. Sidney H. Wells, the Principal, who has afforded me every possible facility and has allowed me to inspect the working of the classes on several occasions.

A detailed history of the movement which resulted in the establishment of this Polytechnic would be of little interest to persons in India. It will suffice to say that the capital required to establish the institution was entirely raised by subscriptions which so far have amounted to about £65,000. From the City Parochial Charities it receives an endowment of £2,500 a year and from the Technical Education Board grants amounting to over £3,600 a year which are given under a scheme which permits the Board to aid Polytechnics by—

- (a) Such equipment grants as may from time to time be made by the Board for specific purposes on the application of the governing body;
- (b) A fixed contribution of £1,000 a year;
- (c) Three-fourths (not exceeding £500 a year) of the stipend of the educational principal;

(d) Ten per cent. on the fixed salaries of the teachers;

(e) One penny for each hour's attendance of each student; and

(f) Fifteen per cent. on all voluntary subscriptions and donations from private sources, provided that the total payment to any Polytechnic in any one year under (b), (c), (d), and (e) does not exceed £3,000, and under (f) does not exceed £2,000.

The total income is about £10,000 a year, the balance being mainly made up of fees from students, examination result grants and a special grant of £1,000 from the Central Governing Body of the London Parochial Charities foundation. The scheme formulated by the Charity Commissioners for the management of the institute was approved by Her Majesty in Council in June 1891, and in the following month the foundation stone was laid by His Royal Highness the Prince of Wales, who also on its completion formally opened the building in February 1894, work having been actually commenced at the new year. The buildings cover an area of 57,000 square feet with a frontage of 310 feet, the main portion being of three floors without a basement. The ground plan is formed of two long rectangles united at the ends and in the centre by three short transverse rectangles, so that the buildings form one large rectangle enclosing two quadrangles, each 60 feet by 50 feet which serve to give light and air to the rooms surrounding them. The main entrance is in the centre of the building, and to the right of it on the ground floor are the offices and at the end an electrical laboratory. On the left are the council and staff rooms and beyond them the men's social room and the reference library and reading room. The extreme end of the building on the ground and first floors is reserved exclusively for women's classes and contains, besides other accommodation, a refreshment room, a social

room and a gymnasium. In the centre of the building is the men's refreshment rooms and gymnasium, whilst the rear is occupied by seven trade workshops and the engine boiler and dynamo rooms, over which are placed a lecture room, drawing office and mechanical laboratory. In the front of the building on the first floor are a number of class rooms and a physics laboratory and lecture room. In the centre on the first and second floors are located the rooms devoted to music and photography. On the second floor at the left or west end of the building, over the women's department, is the chemical laboratory, along the front are the rooms for the art classes and at the east end is a large lecture theatre. When funds are available the building will be completed by the addition of a large hall for meetings, concerts and public entertainments which form essential features in the social work of Polytechnics, and of a swimming bath, as it is considered desirable to increase the facilities for the practice of that most healthy and useful form of exercise. It will be convenient to deal first with the social side of the Polytechnic, which in this instance is subordinate to the educational, as membership tickets are only issued on the understanding that the member is attending one or more classes, and if members cease attendance at classes their membership tickets are thereby cancelled. The subscription is 6s. per annum for men and 3s. for women, and secures for the student who becomes a member a slight reduction in class fees and admission to lectures and entertainments at a lower rate than is charged non-members. In addition he enjoys the use of the reading room and common rooms, in which provision is made for billiards, bagatelle, chess, draughts and other games. He also obtains admission for a smaller sub-

scription to the athletic and social clubs and societies, which form a very prominent feature in the social life of Polytechnics. From the syllabus issued for 1896-97, I find there is in existence an athletic and social union to which are affiliated the following clubs—Cricket, Cycling, Foot-ball, Harriers, Chess, Rambling, Swimming, Lawn Tennis and Camera and the Debating and Literary Societies. The Union publishes a monthly journal called the Battersea Polytechnic Review, the editorship of which is undertaken by a member of the staff. It is this combination of education with facilities for recreation and amusement which distinguishes the London Polytechnics from all other institutions for the benefit of the working classes, and it is undoubtedly the reason of their popularity. Instead of wandering aimlessly about the streets or spending the evenings in music halls and public houses they provide places where young men can meet and enjoy practically all the privileges and advantages which the wealthier classes obtain from clubs. The well-lit, comfortably furnished, and in winter well-warmed rooms of the Polytechnic provided with all that is requisite for rational recreation or intellectual culture must present an attractive contrast with the dingy if not squalid surroundings in the homes of the majority of the artisan classes. By opening out a vista of the comfort and refinement which it is possible for the working man to enjoy, by offering him these advantages at the time when he is best able to appreciate them, a new and higher standard of living is set before him which he insensibly comes to regard as necessary to him. Still he can only enjoy it by the exercise of prudence and forethought, and thus is supplied a check on the thriftless and wasteful habits which above all others are noticeable in the English

working classes. For many years past, owing to a variety of causes, but probably in the main to the growth of more luxurious habits among the middle classes, the age at which they marry has been steadily rising and the result has on the whole been beneficial. In lower social strata this cause is also producing effects which the recent extension of educational work beyond the primary stage and the growth of the London Polytechnics have done much to enhance. With trained reasoning faculties people are able to analyze the conditions by which they are surrounded and to recognize how much their future comfort and prosperity depends upon themselves, and upon the fact that a little self-restraint and patience will often enable them to avoid much future misery and suffering. The girls who have been brought up in Board schools, who have received instruction in domestic economy and who have learned to enjoy some of the luxuries of life, do not willingly surrender themselves to a future which promises nothing but drudgery. Similarly with the young men there is an expansion of their ideas and they are less ready than formerly to incur additional responsibilities without due consideration. Political economists must view with satisfaction the gradually-increasing force of this movement which promises so much amelioration in the conditions of the labouring population and imposes a much-needed natural check on the too rapid growth of their numbers. It is good that men should no longer be satisfied with mere existence, but should demand a certain measure of joy and hope in their lives, and to the successful propagation of such ideas, the social side of Polytechnics proves of immense value.

The educational work carried on in the London Polytechnics is of the most varied

possible character, and that of the Battersea Polytechnic may be taken to fairly represent the highest development which it seems advisable that these institutions should reach. The teaching staff consists of nearly 70 persons, of whom rather more than one-third devote the whole of their time to the work of the Polytechnic, and the remainder are engaged for the evening classes only. As might be expected the classes held in the day-time, with the exception of Saturdays, are attended only by women and children. The Technical and Science Day School is intended for boys and girls who have passed through an elementary school and who desire to continue their general education or to receive training in preparation for the workshop and manufactory, and other occupations in which a knowledge is required of Science, Technology or Domestic Economy. The course lasts three years, and after the first year the pupils are allowed to specialize in the direction of those subjects which are likely to be of greatest use to them in their future calling. The boys and girls work side by side, and the Principal reports—"No difficulty has been experienced in conducting mixed classes, and the introduction of girls has created a healthy feeling of rivalry, and has added to the good tone and order of the whole school." The majority of the pupils are between 13 and 18 years of age, and the school represents a type of secondary modern school that in the future is likely to be extremely popular among the middle classes. The subjects of instruction include the English Language and Literature, Geography, French, Mathematics, Physics, Chemistry, Geometrical Drawing, and Manual Training or Domestic Economy. The fees are only £1 per term, and all books and materials are provided. The school of domestic economy

is for girls who have obtained an elementary education, and desire special training in subjects of Domestic Economy, which include Cookery, Needlework, with dress cutting and making, Laundry work and Housewifery. The full course extends over a period of 22 weeks, and the school hours are 27½ per week. There is also a training school for teachers in all the branches of domestic economy with a course extending over two years. Practice is obtained in the girls' school and with classes of girls which attend the Polytechnic from neighbouring schools. Into the details of the work of these classes it would serve no particularly useful purpose to enter, and it will suffice to say that the teaching is of a very practical character and that the laboratory and workshops are very largely utilised for courses of carefully selected experiments performed by the pupils themselves. These classes are undoubtedly a legitimate way of making use of the Polytechnics and their equipment during the day-time, but there is observable a slight tendency to unduly increase the importance of the day work in some of the Polytechnics, and by the expenditure of funds which should be mainly devoted to the education of the industrial population to establish courses of instruction which enter into direct competition with those given in Colleges of University rank. It may well be that there is a distinct need for additional technical instruction similar to that which is being developed at the Chelsea Polytechnic, but it is open to question whether it would not be better to associate it with institutions whose incomes are not mainly derived from public funds granted for the express purpose of promoting the interests of the working classes. Further, it is doubtful if the demand for such higher technical education really

exceeds the provision that has already been made for it, in which case it would probably not have been undertaken had there been a little more co-ordination among the various educational authorities and Boards in London. It is however for the evening classes that the Battersea Polytechnic was primarily established, and the importance of the work can best be gauged by the following figures taken from the Annual Report issued in July 1896. During the session 1894-95, the second be it remembered in the existence of the institution, 200 classes were held in 82 subjects and were attended by 2,931 students who made 7,465 class entries. Since then considerable progress has been made, and later statistics when they become available will only serve to show more strongly how keenly appreciated are the facilities for instruction provided by this Polytechnic. In the prospectus for 1896-97 the classes are grouped under the following heads:—(1) Mechanical Engineering and Building Trades; (2) General Trades; (3) Physics and Electrical Engineering; (4) Chemistry; (5) Mathematics; (6) Natural Science; (7) Photography; (8) Languages; (9) Commercial classes; (10) Elocution; (11) Art; (12) Music; (13) Domestic Economy. The scheme for the management of the Polytechnic formulated by the Charity Commissioners required that the "classes shall be arranged so as to obtain as far as practicable the grants, certificates, and other advantages offered by the Science and Art Department, the City and Guilds Institute, and the Society of Arts," with the result that the teaching has to be conducted upon more or less rigid lines and the success of the educational work is too much associated with the number of certificates and prizes obtained in public examinations. The Principal, however, claims

that many classes are working entirely unfettered by syllabuses and examinations, and that even in the purely Science and Art and Technological classes the teaching is of a high order and is combined with practical and experimental work to such an extent as to render it impossible for the evils of the system to become seriously manifest. Under the existing condition of education in England it would be almost impossible that the Polytechnics of London and the Science schools of the provinces should do otherwise than they are doing, and there are signs that the examining and teaching bodies are reacting on one another to the mutual advantage of both. Possibly a day may come when educational institutions can all assume the independent attitude with regard to outside examinations that is observed only by the Colleges belonging to the City and Guilds of London, but at present that is impossible, and without doubt the educational authorities of the London Polytechnics are to be congratulated on their methods of instruction.

The industries carried on in the neighbourhood of Battersea are mainly those pertaining to mechanical engineering and building, and the department in the Polytechnic devoted to giving instruction to the students connected with these trades is the largest and most important, and is directly under the superintendence of the Principal. The accommodation provided includes a drawing office, mechanical laboratory, lecture room and a number of workshops for the trade classes. The chief experimental apparatus comprises a 10-ton Wicksteed testing machine which is scarcely of sufficient power for tests of building materials, a Hornsby-Askroyd petroleum engine of small size, and a set of tanks for hydraulic experiments. Arrangements are now being made to

procure a small experimental steam engine with the usual supplementary gear for trials to be made by the students themselves. The building is lit by the electric light and the current is generated by dynamos driven by a 100 horse-power compound steam engine supplied with steam from a large Lancashire boiler. There is also a 20 horse-power Otto gas engine, and the whole of this plant is available for experimental work by the students so far as is compatible with the efficient working of the electric light. The trade workshops are numerous and well equipped, and the numbers that patronize them prove that they are of considerable value to artizans and apprentices who wish to acquire in the evenings practical experience of work connected with their trades which they are unable to obtain in the ordinary course of their daily avocations. As a rule students are not allowed to attend the workshops only but must also attend concurrent courses of lectures and drawing classes. Through the courtesy of the Principal, I was permitted to visit the workshops on several occasions when the students were at work and enjoyed unusual facilities for becoming acquainted with the methods of instruction and the character of the work carried on. In the *fitting and machine shop*, 13 students can be accommodated at the bench and others at the machine tools which include several lathes and drilling machines and planing, shaping, and milling machines. The students go through a course of exercises, and when they have attained sufficient skill are set to work upon small engines and machines. Adjoining is a smithy which contains four forges and a foundry, but it does not appear that many students avail themselves of the opportunity thus afforded for improving themselves as smiths. Compared with the other trades

classes it did not seem to me that as good and useful work was being done in these shops, and the reason probably is that the students connected with the iron trades, as a rule, have had enough manual work during the day-time and prefer to spend their evenings at the less fatiguing work of the drawing office or lecture rooms. The *Plumbers' Class* undergo a course of instruction which includes technical mensuration and drawing and lectures on plumbing besides workshop practice. The latter includes lead-bossing, pipe-bending, lead-laying, rolls and seams, wiping of joints, methods of soldering and the setting out of work. All the students are engaged in the trade and come to the classes in the evening to learn to do work they cannot easily pick up in the ordinary course of their business, and in this way they become better workmen in a very much shorter time than formerly. The work I saw in process of execution and finished was of a thoroughly practical character, and was for the most part very well done. The *Bricklayers' Class* attend lectures on brickwork and receive instruction in drawing. In the workshop these students are engaged in setting out various forms of brickwork with full-sized bricks from drawings prepared by themselves. The bricks used are of high quality and specially suitable for ganged and moulded work, and they are set with a mortar composed of equal parts of white lead, whiting and shell-lac. Striking, culling and setting the various forms of arches was the principal work going on in the shop at the time of my visit. In the *Carpenters' shop* is carried on the practical work connected with the carpentry and joinery, the pattern making, stair-casing and hand-railing and cabinet-making classes. Most of the work appeared to be of an advanced character involving a consider-

able amount of geometrical knowledge and consisted in making to scale from previously prepared drawings models of hand-rails and stair-cases, domes and arches, &c. The cabinet-making students do not generally engage in manual work for which they have ample opportunities in the day-time, and it is found better to teach them to prepare working drawings from sketches and rough designs. The *Masons' work Class* is conducted on similar principles to that for bricklayers, but the work instead of being executed full size which would be inconveniently large and would necessitate an unnecessary expenditure of labour, is wrought to a reduced scale and in a soft sandstone from Caen which is admirably adapted for rather fine details. The other trade classes include Painters' and House Decorators' work, Plasterers' work and Tailor-cutting. The first of these is almost one of the Art classes, but as yet it does not appear to have been much availed of, and the results achieved so far are in no way striking. It seems to me that these classes are as a whole doing extremely good and useful work, and though they are somewhat expensive to maintain, it cannot be doubted but that they are providing skilled artizans at the minimum expense to the community at large. To teach trades under the apprenticeship system is either unsatisfactory or is done properly only at very considerable expense to the masters. It is perhaps remarkable that this has not been more generally recognized, and that the development of trade classes has not received even more encouragement than has been accorded by the employers of labour. In India we have industrial schools working on somewhat different lines, and it would, I think, possibly be of great advantage if in the large towns where attempts are now being made to

introduce technical education, classes on somewhat similar lines to the trade classes just described would be started. The artisan or majstry classes held at the College of Engineering, Madras, are the only move in this direction which has been made, and though they are very successful in one sense, they have not fulfilled their original object which was to attract the artizans. This is probably due to the distance which separates the college from the homes of these people, and to the fact that there are no workshops in which practical instruction is given. If these defects were remedied and the classes open only to *bonâ-fide* artizans they would materially serve to improve the skill and intelligence of the masons, bricklayers and carpenters of Madras.

The Department of Physics and Electrical Engineering is under the charge of a senior instructor who is a specialist in these subjects. The courses of lectures include the ordinary subjects of physical and electrical science, and there are trade classes in electrical workshop practice and in electric wiring and house fitting. Besides the apparatus which is usually found in physical laboratories and lecture rooms there is available for experimental work the electric lighting plant in the building, and in a special testing room and workshop near the engine room, a Crompton alternator and motor, a 1½ Kilowatt transformer, a Satter 8-unit dynamo, a battery of 55 70-ampère secondary cells, and all the smaller apparatus and meters required for testing work and electrical measurements.

The Chemical Department provides courses of lectures and laboratory work in both a Hornsby organic and organic chemistry for beginners, and advanced students, and as the Polytechnic is situated in a part of London where various industries of a chemical

character, such as gas works, candle works and sugar refineries, special technological courses are given on the Chemistry of (a) Oils and Fats; (b) Fuel and Gas making; (c) Plumber's work; (d) Paints and Varnishes. The laboratory contains benches for 40 students, one-half being used by the elementary and the other half by the advanced students. It is well supplied with apparatus, and all the accessories for practical work with a large number of students.

The Art Department prepares students for the South Kensington examinations, but attention is also given to design and to the application of art to technical industries. As a "School of Art" it is open on three days in the week for day students. Besides the elementary and advanced drawing classes instruction is given in modelling, wood-carving and art needlework by special teachers engaged in these trades and acting under the general supervision of the art master. A considerable number of students are engaged in preparing designs for book-binding, wall-papers, prints and woollen fabrics and for plasterers' and house decorators' work. The trade classes in the two last-mentioned subjects are attached to the Art Department, an arrangement which is found very advantageous. The art rooms cover an area of about 4,200 square feet and are provided with an excellent north light. They are equipped with casts of antique figures and general casts, still life objects and examples of design and with the usual tools and furniture.

The Department of Domestic Economy is restricted to women and is under the direction of a lady superintendent assisted by teachers of cookery, needlework, dress-making and laundry work. The students are chiefly recruited from domestic servants and those engaged in home duties, or in neighbouring

shops or works. A considerable number of the dress-making students earn their living at the trade, but the majority of the students come to the classes because they find the instruction given them of material advantage in the performance of their domestic duties. In the cooking classes the materials are supplied, but the students, if they wish to do so, are allowed to purchase the dishes they have made at cost price; in the other classes the students usually provide their own materials, and the labour they expend on them is therefore directly to their advantage. The equipment of the various rooms is very complete and the perfect cleanliness and order which prevails throughout serves as a valuable object lesson to many who have unfortunately been accustomed to think that dirt and untidiness are unavoidable in the performance of household duties.

The Commercial Department comprises a large number of classes in such subjects as prove of use in the conduct of office work and ordinary business correspondence. They are very popular, being largely attended by young clerks who derive the same kind of help from them that the artizans do from the trade classes. The subjects taught include Commercial Arithmetic and Geography, English, French, German, Book-keeping, Shorthand and Typewriting, and the advanced courses are intended to be a suitable preparation for the examinations in commercial subjects which are held by the Society of Arts. In the last session a special series of lectures were given on "The growth of Modern Industrial conditions in Great Britain" to serve as an introduction to the science of Political Economy and the study of economic problems. In England no attempt has been made to follow the lead of continental nations in establishing commercial schools of either Secondary or

University rank, and this inaction, masterly or otherwise, is undoubtedly a significant indication of the value which British merchants attach to such preliminary courses of training. It is true that, through the efforts of the London Chamber of Commerce, there was started in 1895 a school of economics and political science, but it is working on different lines to the foreign institutions, and its success is due to this fact. For the lower grades of commercial assistants, the special classes of the Polytechnic seem to be all that is required, and it is beyond their promise to supply the educational deficiencies of those who do or will in the future occupy more exalted positions.

In all the London Polytechnics it is considered desirable that equal facilities for obtaining instruction should be provided on the literary as on the scientific and technical side, but owing to the fact that funds are not so freely forthcoming for this branch of their work it has not been possible to do so. Efforts are being made to remedy this serious defect as it is felt that the Polytechnic courses of study are encouraging too utilitarian a view of the necessity and advantages of education, and are paying too little attention to subjects which are calculated to broaden the field of view and to exercise a humanizing and elevating influence on the working classes. It is natural enough that bread-winning studies should always be of chief interest, but the English industrial population is sufficiently well off and enjoys sufficient leisure to be able to devote some time to studies which, whilst they do not add directly to their earning capacity, tend to increase their comfort and happiness by enabling them to participate in and enjoy cultured and artistic recreations.

At Battersea the provision for musical

instruction, both instrumental and vocal, leaves little to be desired and is largely availed of, and it is hoped that in process of time it will be possible to still further develop the work of the Polytechnic in directions which will help to counteract the materializing influences of the present day.

ALFRED CHATTERTON.

PROGRESS OF EDUCATION DURING THE RECORD REIGN.

[An abstract of the Essay read at the Rangoon Teachers' Association, on the 26th of August, by the Rev. T. Ellis, B.A., of the S.P.G. School.]

The Rev. T. Ellis, B.A., confined himself only to the educational work in England. Education in India is an adaptation of that in England to the peculiar conditions of Indian countries and peoples. It was not until the present century that the duty of the State, as a State, to provide for the education of its subjects, was properly and fully recognised. The Church has always from the beginning encouraged the development of the mental energies of its children and subjects. In Britain flourishing monastic schools were in existence as early at least as the fourth century of our era, whilst in England proper, the first years of the establishment of English Christianity saw also the foundation of our oldest school, King's School, Canterbury.

In the monasteries of that and succeeding ages, boys were taught, libraries were collected, studious monks and clergy devoted themselves to learning and teaching all that could then be taught or learnt. Religion, history, grammar, logic, and philosophy, science—yes, science!—found their home among these pious scholars. Our two most celebrated Universities, Oxford and Cambridge, were monastic foundations.

We now come to the period of the dissolution of the monastic system in England in the 16th century, an event that was disastrous to the social welfare of the country in many ways.

The monastic schools were gone and there was nothing to take their place except a comparatively small number of grammar schools which were endowed with remnants of the spoil of the monasteries. The great public schools, however, began to come into prominence, founded chiefly as charitable institutions and as feeders to the Universities, by wise and noble Churchmen and Statesmen of the new order of things.

These schools, the grammar schools, a number of smaller charity schools of local endowment, here and there a parish school for the poor, represent the educational efforts of the two and-a-half centuries preceding our own. *The bulk of the population of Great Britain was illiterate.*

1805 saw the establishment of the British and Foreign Society; in 1811 the National Society was founded. Both Societies flourish still; and it is on the foundation of their work that our present national system of elementary education has been built up. Until the establishment of the Board School system in 1870 they were the recognised guardians of the education of the poor.

The Government first began to exhibit a practical interest in the education of the people in 1833. The two Societies received a grant of money.

The Queen ascended the throne, under this condition of educational affairs, in 1837.

Two years after, the Government established an Educational Department, thereby formally recognising its duty as a State in the matter of public education. An additional grant was voted for the Normal schools. The School Inspector was also born this year. Hitherto the grants were made only to buildings; they were extended to apparatus in 1843.

In 1846 quite a new departure took place in the direction of salary-payments. In 1853 the system of capitation grants began, the smaller school receiving the higher rates per head. Payment of these grants was made to depend

(as now in Burma) on the results of the Inspectors' examinations, on the amount raised from private sources, on the fees charged, and on the status of the teachers.

The first Education Code was published in 1860. But a Revised Code appeared within a year! In 1870, the Government decided to make the final step and to establish a national system of elementary education. Provision was made for the establishment of Government schools, wherever the voluntary schools were unable to provide for local needs. These are the so-called Board schools; they answer to our Municipal schools in Burma; and at the present time educate roughly speaking about half the elementary school children in England.

In 1875, the results grants were made to depend on the proficiency of the class as a whole, payment being made on the unit of average attendance. In 1882 under the Mundella Code, the old system of calculation for grants was abolished and payment made on the ticket of the Inspector who was to label the school—and the teacher—"fair," "good" or "excellent" as seemed good in his eyes.

"It was a fruitful course of jealousy, envy and hatred between teachers of neighbouring schools, it was an incentive to overpressure as to the children, it strengthened the arm of the worse type of Inspector," says a writer in the "Practical Teacher."

In 1891 Government offered a compensating grant to such schools as abolished fees; and thus we have arrived at the climax of all that has gone before, namely, free education for the people. Mr. Best, who occupied the chair, briefly sketched the changes that had taken place respectively in schools, masters and text-books, pointing out the increased popularity of the older Public schools, and also that a large number of new schools had reached the first rank. He then referred to the revival of the grammar schools, many of which had been practically re-founded under the influence of the Charity Commissioners

with new schemes better adapted to the wants of the neighbourhood in which they were situated. Their revival largely accounted for the decay of private schools.

The establishment of Board schools, and later on of endowed Technical schools under the country councils, was also noted.

The demand for the recognition of teaching as a learned profession and the necessity for the provision of trained teachers for all classes of schools was also insisted upon.

The improvement in text-books was said to be the most marked, the books at present in use being a strong contrast with those of even twenty-five or thirty years ago.

Mr. Best concluded with a reference to the marvellous growth that had taken place in female education, and a brief summing up of the general progress effected during the illustrious reign.

THE FEMALE AUTHORS OF ENGLAND UP TO 1700.

(Continued from page 413.)

The third period extends from 1558 to 1625, and embraces the reigns of Elizabeth and James I. The reign of QUEEN ELIZABETH, says ANNA BUCKLAND, begins like a genial spring-day after a cruel and gloomy winter. "It is the hour of feeling," and from many a full heart there rise little bursts of song in the form of short poems. About six years before ELIZABETH came to the throne the greatest poet of her reign was born, and in him and in his work we find the most complete representation of the very soul of Elizabethan literature." This was EDMUND SPENSER, the author of the *Faerie Queene*. This period as is well known, is also enriched with the names of DRAYTON, SHAKESPEARE, MARLOWE, BEN JONSON, BACON, BEAUMONT and FLETCHER, and many others. But where are the female authors, and why are they not found exercising some influence on the literature of this period? A portion of this period takes its name after the

illustrious ELIZABETH, and she alone takes rank as a poetess and a prose writer during a period that is regarded the brightest in the history of English literature. SIR THOMAS MORE had already set a good example by educating his daughters. Perhaps this example had its influence, for we read that many ladies of high rank became illustrious as authors:—"HENRY (the father of ELIZABETH) was a fine scholar, and, with all his harsh treatment of his wives and children, he gave the latter an education superior to those of any princes or princesses of the time. EDWARD VI was actually steeped in learning, to the injury, no doubt, of his over-taxed constitution. MARY and ELIZABETH were both accomplished linguists, speaking Latin, French and Spanish fluently; and ELIZABETH added to these Greek and Italian, with a smattering of Dutch and German. MARY was studiously instructed in the originals of the Scriptures, and made a translation of the Latin paraphrase of St. John by ERASMUS, which was printed and read as part of the church service, till it was ordered to be burnt by herself in her own reign with other heretical books. She was deeply read in the Fathers, and in the works of PLATO, CICERO, SENECA, PLUTARCH, and in selected portions of HORACE, LUCAN and LIVY. ELIZABETH was a poetess of no mean pretensions, and beside her knowledge of the classical and modern languages, she read by preference immense quantities of history. ROGER ASCHAM, the instructor of LADY JANE GREY, says:—"Numberless honourable ladies of the present time surpass the daughters of SIR THOMAS MORE, but none could compete with the Princess ELIZABETH. That she spoke and wrote Greek and Latin beautifully; and that he had read with her the whole of Cicero, and a great part of Livy; that she devoted her mornings to the new Testament in Greek, select orations of ISOCHRATES, and the tragedies of SOPHOCLES, whilst she drew religious knowledge from ST. CYPRIAN, and the common-places of MELANCTHON; that she was skilful in music, but did not greatly delight in it." With such examples, it is no wonder that there were such learned ladies at court as LADY JANE GREY (already referred to),

LADY TYRWHIT, MARY, Countess of Arundel, JOANNA, Lady Lumley and her sister MARY, the Duchess of Norfolk—all learned in Greek and Latin, and authoresses of translations of them—the two daughters of SIR THOMAS MORE, and the three daughters of the learned SIR ANTHONY COOKE, one of them the wife of the all-powerful Statesman BURLEIGH, another the mother of the illustrious FRANCIS BACON, and the third, LADY KILLIGREW, a famous Hebrew scholar, as well as profound in Latin and Greek.

Whilst such splendour of erudition rested on the Court and especially on the ladies of it, some of them rising to the power and renown of thrones, it is extraordinary that learning should, under these very accomplished women, have languished in the schools and among the people. Yet such appears to have been the fact, and is accounted for by the violent and continual changes which were taking place in Church and State. A great part of HENRY VIII's reign was agitated and engrossed by the conflict with the Church of Rome, and then by his stupendous onslaught on monastic property. Under EDWARD VI things became worse. Then it was a scramble amongst his courtiers who should get most of the property devoted to religion or learning. These cormorants, we are told, clutched at the University resources. ASCHAM, in a letter to the Marquis of Northampton, laments the ruins of Grammar Schools throughout England. At Oxford the schools were neglected by professors and pupils and allotted to the lowest purposes. Absurd refinements concerning the inutility of human learning were superadded to the purgation of Christianity from papal dominion. He adds that the Government visitors of the University totally stripped the public library of all its books and manuscripts; and another writer declared his belief that there were then ten thousand students fewer than there had been twenty years before.

From all this we gather that the times were not favourable to the development of female intellect. To study to some purpose requires peace and security, and in these times such a state of affairs was not to be found except among the

great ones. In fact, learning required for its exercise nothing less than the retirement and the security of the regal palace. Among the masses it could find no place. I have already remarked that ELIZABETH takes rank as a poetess and a prose writer in the History of English Literature during this period. What then has she left us as specimens of her scholarship or rather of her authorship? She has left us a ditty "passing sweet and harmonical." LEIGH HUNT referring to the concluding portion of this ditty of surpassing sweetness says:—"She wrote in the same high style as she acted, and seems ready to knock us on the head if we do not admire; which, luckily, we do. The conclusion of her verses on MARY, Queen of Scots (whom MR. DYCE has well designated as "that lovely, unfortunate, but surely not guiltless woman") are very characteristic:—

No foreign banish'd wight
Shall anchor in this port:
Our realm it brooks no stranger's force.
Let them elsewhere resort.
Our rusty sword with rest
Shall first his edge employ.
And poll their tops that seek
Such change, and gape for joy.

A politician, continues the jocose poet, thoughtlessly gaping for joy and having his head shaved off like a turnip by the sword of the Maiden Queen presents an example considerably to be eschewed. Hear, however, he says, the same woman in love:—

I grieve, and dare not show my discontent;
I love, and yet am forced to seem to hate;
I do, yet dare not say, I ever meant;
I seem stark mute, yet inwardly do prate:
I am, and not: I freeze, and yet am burned.
Since from myself my other self I turned.

My care is like my shadow in the sun.
Follows me flying, flies when I pursue it;
Stands and lies by me, does what I have done;
This too familiar care does make me rue it.
No means I find to rid him from my breast,
Till by the end of things it be suppress.

Some gentler passions glide into my mind,
For I am soft and made of melting snow;
Or be more cruel, Love, and so be kind:

Let me or float or sink, be high or low:

Or let me live with some more sweet content,
Or die, and so forget what love e'er meant.

It is difficult to believe that the language in which these sentiments are expressed is Elizabeth's. The sentiments may be hers, but the language is rather too modern. Compare it with the following specimen of her prose. It is an extract from a "noble letter" written by Elizabeth in the very culminating moment of her 'greatest glory' and is full of that energy which more or less pervades everything that fell from her pen:—

"Now may appeare, my deare brother, how malice conjoined with might, strivest to make a shameful end of a vilanous beginning; for, by God's singular favour, having the flete well beaten in our narrow seas, and pressing, with all violence, to atcheve some watering place, to continue their pretended invation, the windz have carried them to your costes, where I dout not they shal receave small succour and less welcome, unles thos lordz that, so traitors like, wold belie their own prince, and promis to another King reliefe in your name, be suffred to live at libertye, to dishonour you, peril you, and advance some other (wicke God forbid you suffer them live to do)."

And so runs on the letter she addressed to King James of Scotland after the overthrow of the Spanish Armada. Here the language is in keeping with the times.

(To be continued.)

OUR UNIVERSITY CORRESPONDENT.

CAMBRIDGE, September 1897.

I am writing in the midst of a solitude which might have charmed a monk of La Trappe. It is true that the town is still full, and that the streets are still thronged with young fellows trying to pass themselves off as University men; but though the town and the colleges are still here, the University is absent. Nor indeed has much of interest happened during the last month to call for chronicle or comment.

The Oxford 'greats' list is one of these few. In this examination the viva voce is still

retained, and hence it is that the list is not published till so long after the conclusion of term that all but the candidates themselves have forgotten utterly that such an examination exists. In this year's list the strange point to mark is the temporary declension of Balliol, which has but three 'Firsts,' whereas New College claims four and Christ Church actually five. Various explanations will doubtless be given of this fact: for a college can no more afford to do poorly in an examination than a cricketer can afford to get out without scoring. But one explanation I believe to be more real than apparent. The slight decline of Balliol has been coincident with the extraordinary advance of Trinity at Cambridge, on which I have already commented: and the reason then is to be sought in the fact that during the last few years Trinity has held its entrance examinations very early in the year, and thus has drawn away from Balliol those brilliant schoolboys on whom Headmasters rest their hopes of academic distinction. The rivalry between colleges is now so intense that the entrance examinations tend to be pushed further and further back. In time we shall hear of promising boys being bought as yearlings, like race-horses. Remedies have been attempted, but none are likely to be effective until the colleges can combine more harmoniously than now. The present system is bad for the schools, bad for the colleges, and all but ruinous for the boys.

The appeal issued by the Duke of Devonshire on behalf of Cambridge is not remaining unanswered. Mr. Balfour recently addressed a letter to the Vice-Chancellor stating that a friend who wished to remain anonymous was offering the sum of £2,000 to the aid of the Fund, and this though he was not himself a Member of the University. Mr. Balfour went on to express the hope that this example will be widely followed.

Something may perhaps be done to mitigate the poverty of the Universities in consequence of a report recently issued by the Commission appointed by the Board of Agriculture. The incomes of the Universities and of their Colleges are largely dependent upon land; and their relations to their tenants have been regulated by a series of acts, dating from 1858 to 1880, entitled the Universities and Colleges Estates Acts. The Commission reports that these acts, in certain ways and to a certain extent, bear hardly on the Colleges and Universities. It is not unlikely that something may be done to relieve the pressure. Mr. Balfour may thus be able to assist his old University in more ways than one.

The chief event at Oxford during the long vacation has been the meeting of the University extension students. This meeting was exceedingly successful; so successful indeed as to elicit a leading article in the *Times*, which urged the frog not to consider itself an ox. 'Extension' is all very well in its way, but it is no substitute for a genuine University education. Nevertheless, in spite of this dose of cold water, the meeting was the largest ever held. Eight hundred people attended at one or more gatherings, and three hundred at all. The Bishop of Ripon, who is the father of a well-known extension lecturer, preached a special sermon in the University Church, and gave the inaugural address. There were of course the usual conversaziones and picnics, without which even a British Association meeting is not complete; but some genuine work was done. A discussion took place on the relation between the Extension movement and the Home Reading Union. Mr. Wells, the senior proctor of the year, suggested that good might be done if the two Societies held their annual meetings simultaneously; and Mr. Marriott, the Extension Secretary, was at pains to show that there is no antagonism between them. Incidentally, it transpired that the ladies had collected nearly thirty pounds as their contribution towards the scholarship fund of next year. The most interesting feature of all, perhaps, was the presence of a hundred and fifty foreigners taking occasion to hear lectures on the English language.

The late Dr. Garrett was a man of many parts; and to fill his various places has been a task for three men. His successor as University organist is Dr. Mann, of King's; as Reader in Harmony Mr. Charles Wood, of Caius; and finally, as Organist of St. John's, Mr. Sweeting, lately Music-master at Rossall School.

Three or four deaths that have lately taken place call for notice here. Perhaps the saddest is that of Mr. E. R. Balfour, who only last March rowed in the winning University boat. He was a "double Blue" of what is now a very rare kind. In 1894 and 1895 he played in the Oxford football team; in 1896 and 1897 he was a Member of the Oxford Eight. With his enormous weight and strength, he seemed likely to live to the age of a Nestor; but he never saw the completion of his twenty-third year. Like Mr. H. B. Cotton, the Oxford bow-oar of a year ago, he has suddenly died when a great career seemed just opening before him.

Very different was the case of Dr. Walsham How, Bishop of Wakefield, who took his degree (a curiously low one) in 1845, and died full of

years and honours a week or two ago. Dr. How was a scholar of Wadham, and proceeded from thence to Durham. After some years of parochial work he became Suffragan Bishop of Bedford in 1879, and Bishop of Wakefield in 1888.

Different again was the career of Sir George Osborne Morgan. One of Kennedy's most brilliant pupils, he won the Craven Scholarship while still at school, a feat only done once before, and never done since; he gained a scholarship at Balliol in 1845, being for once beaten for first place, and then only by that great genius, Professor Henry Stephen Smith; and subsequently took, as a matter of course, every prize that was open to him—the Newdigate for a poem, the Chancellor's Essay, the Eldon Law Studentship, and a Fellowship at University College. Of his subsequent career it is for politicians to speak; but his translation of the *Eclogues* of Virgil, published a month or two ago, showed that he retained his interest in the classics to the last.

Mr. Washbourne West, late Bursar of Lincoln College, Oxford, was even more distinguished as a voter, than Sir George as a Statesman. He had twenty-three votes in different parts of the country, which he gave regularly, as became a parson and an Oxford man, on the Tory side. As he died at the age of eighty-six, and so lately as 1892 recorded seventeen votes, he had long since passed the thousand. Lord Salisbury has lost a strong supporter, whose place it will be very difficult to fill.

Among books lately issued that fall within my province, the *Life of Tennyson* is perhaps the most important; but Prince Ranjitsinhji's work on cricket is by a still more famous Cambridge man than Tennyson, and will have a far wider circulation than the biography of the poet.

The Oxford Historical Society, founded in memory of J. R. Green, has already done much useful work. The two latest books keep up the high standard set by their predecessors. Mr. Fletcher's history of Carfax Church, the historic edifice which has lately suffered the fate which in time will overtake the pyramids, is extremely interesting and instructive; but still more so is Mr. Maclean's History of Pembroke College. Here, or rather in the hall on the site of which Pembroke now stands, were educated the three great playwrights, Heywood, Peele, and Beaumont. The college, as it now is, was founded in 1624, and ranks next to Wadham as a specimen of and Jacobean art. Here, as all the world knows, Dr. Johnson passed a year or two of learned poverty.

III

I spoke some time ago of the visit of Mr. Schechter, Reader in Rabbini, to Cairo in order to investigate a vast mass of manuscript material that had been discovered in a 'Genizah' or secret treasury not far from that city. The mission has been beyond expectation successful. Mr. Schechter has discovered books dating from the eighth to the fourteenth century of our era; among them a manuscript of Aquila's version of old Testament in Greek, and a Hebrew copy, of a large part of Ecclesiasticus. The rest of the treasure-trove lies in the University Library, awaiting the slow process of sorting and reading. Magnificent as have been the discoveries of books lately made, this bids fair to be the most magnificent of all.

Father Gerard's book, in which the Gunpowder Plot was apparently relegated to the limbo of an exploded error, was not likely to remain without an answer: and the Protestant champion is no less a man than Professor Rawson Gardiner, who in a short pamphlet exposes Father Gerard's inaccuracies, and shows conclusively that there is no reason, as yet, why the Gunpowder Treason should ever be forgotten. I only trust that Professor Gardiner's pamphlet will not be made the excuse for a revival of those Town and Gown disturbances which, for the last few years, had seemed to possess an interest only for the historian and the freshman.

OUR LONDON LETTER.

LONDON, September 1897.

I have very little news for you again this month. The holidays are not yet over: there is scarcely anything doing in any department of education. In London, however, the old and bitter strife of the School Board election is already coming upon us once more. When there is practical agreement as to the educational work being done in the schools, as is the case in London now, there would seem to be little excuse for the pother that is made as to the exact shade of religious dogma that shall be taught to the children. Only a small party demand a change, but that party is so active and so tenacious that it is compelling others to join—at the risk of seeming to oppose. The election takes place in November. Already the rival parties are conferring as to the plan of campaign, issuing their manifestoes, and so forth. If only from the mere number of children and teachers affected in the metropolis, this election is of great importance;

but when one considers how the result in the case of London influences the course of events in the provinces, the matter is seen in a truer light.

An interesting correspondence has been going on, in the daily press just lately—or to be more exact in one or two journals only—on the question of bogus degrees. Your readers may not be aware that in this highly civilised land of ours, this home of freedom, there are teachers in private schools, private tutors, nay even ministers of religion, who stoop to the purchase of a sham degree from agents at home or abroad and use this before an ignorant public as if it were the genuine thing. Sometimes it is an association of ingenious Englishmen who confer the title by virtue of membership of their little band (with payment of fees of course); sometimes a private individual advertises in the public press that he can obtain degrees *in absentia* for persons of good education (of course), his usual method being to adopt a name of a non-existent University similar enough to be confused with the name of a real and famous one; (of course) sometimes poor and obscure foreign Universities—especially in Germany—bestow degrees in much the same way. Strange to say this is done with impunity, and the titles are used with impunity here. Now sad then they are shown up, but only after their owners have imposed on unsuspecting people for a long time. This is a matter for a Registration Bill to cure. But when will that come?

OUR BOMBAY LETTER.

The University is to be congratulated on the munificent gift or bequest of three and half lakhs of rupees from the late Sir Mangaldas Nathubhai. The matter had been long undecided, and seven years have elapsed since the testator's death. If the sum had been realized at once, about thirty students or more might have profited by it and received a good technical education in England; but it was impossible to obtain the full sum at that time. As the interest of Rs. 50,000 is to form one scholarship, a good many promising students may be thus helped, and technical education may receive another impulse in our Presidency. We may fairly hope that these "technical educationists" will return to this country and impart some of their acquired knowledge to their countrymen.

Perhaps a little University Arithmetic (!) may not be quite out of place in this connection. Let us compare the above endowment with the Gov-

ernment grant of Rs. 5,000 which was last year withdrawn from the University, and about which a great clamour was raised. It does seem that a University, which has been so munificently endowed, may magnanimously resign itself to the withdrawal of the Government grant which, as was clearly shown, was not needed, considering that there was a surplus in the treasury of the University. Indeed, Bombay may, in spite of this loss of the annual amount of Rs. 5,000, look down upon her sister Universities in this land and feel proud of her wealth, as such rich endowments do not often fall into the lap of Indian Universities. Bombay will soon be selected as *alma mater* by young men who want a technical education in Europe, especially as these European scholarships will be tenable for a period of three to five years. As the candidates must be graduates of the Bombay University, many, who otherwise might have selected another University, may flock to seek admission at the portals of Bombay. A yearly scholarship of, say, Rs. 1,500 to Rs. 2,000 is not to be despised, nor the chance of getting a good technical education in England to be neglected. Let all young men who read this bear it well in mind!

The standard of the examination for a Diploma in Agriculture has been raised by the Senate. First of all, the test for admission to the study of agriculture is no longer the Matriculation examination but the previous examination, i.e., one year's studies in arts are the basis. In addition to this, the syndicate will fix the standards of the various subjects in the examination for the diploma. This will meet the requirements of Government who wish to employ as mamlatdars in the Revenue service men who have some knowledge of agriculture. Hitherto the attainments of the diplomatists were too low for such posts. Now these men are put on a level with the graduates. There was a proposal to raise the diploma to a degree, and, I think, Government also had made such a request to the syndicate; but it seems that such a step is premature. So the proposal did not find enough supporters. The Rev. Dr. Mackichan, who had moved the changes, expressly declared that "he had no sympathy with those who did not wish to recognize agriculture in the University, a subject which was given a foremost place in many of the Universities in Germany and also that of Edinburgh."

A new scheme for female education is being just now promulgated in Bombay. The gist of it is to secure the services of English lady teachers

of academical standing "as high as that of Wranglers" for a school in Bombay; which, we are not informed. These ladies are to teach languages, moral and physical science, mathematics, drill and sport, music, needle-work, &c. Mr. Padshah, who is just now in England, has suggested this arrangement. The extra expenses which this scheme involves is to be raised by subscriptions. The matter is, however, not yet quite matured, so that no definite information can be given yet. Perhaps we may know more about it in a month or two.

OUR CALCUTTA LETTER.

CALCUTTA, September 1897.

Our University has its own ebbs and flows. With the retreat of the waters, we find ourselves once again on its sandy shore, but the waters have left their mark on us up to the knee. What with the institution of the Degrees of Doctor in Science and Doctor in Literature and the no less important Degrees B.Sc., M.Sc. and D.Sc. in Geology, the creative energy which the Syndicate of our University has displayed during the last few months might well be expected to leave some trace of it behind. There is, therefore, no reason to wonder that the vexed question of changing the time for the Entrance, F.A., and B.A. examinations should again come up for consideration. Dr. Mohendro Lal Sircar and Dr. Ashutosh Mukhopadhyaya have addressed a letter to the Syndicate, containing an interesting history of the problem as it has presented itself from time to time and the decisions that have been arrived at, and urging on the necessity of introducing a suitable and wholesome change as soon as possible. That it is a question of supreme importance will at once become patent when the truth is told that under the present arrangements fully half of every academical year is, in the case of ten thousand students who are examined every year, practically annihilated for purposes of educational work. To take a concrete instance, the Entrance examination generally takes place towards the end of January, or the beginning of February; the candidates have to send their applications some time before that, and the lectures or lessons in the classes have to be suspended from that date; the results are generally published by the end of April or early in May just before the schools and colleges are going to be closed for the summer vacation to reopen towards the end of June. Thus from January to

June, excepting the anxious time of the examination when no fresh acquisition in knowledge is possible, the generality of students, as I said in another letter, have a time of intellectual sabbath, characterised by an absolute cessation of all intellectual activity. The present arrangement, therefore, is highly detrimental to the interests of those who pass every year. But the evil does not stop there. It is ruinous to those who fail. For these unsuccessful students who form the vast majority of students, instead of having one entire year for preparation as they had under the old system, have under the existing arrangements only six months before them. This fact discloses a defect in the system which cries for immediate remedy.

The learned gentlemen aforesaid in their letter to the Syndicate have proved beyond all doubt that the only alternative which remains is a return to the old system, that of holding the examinations immediately before the winter vacation; and that all other remedies will be found to be miserable failures. It appears that in May 1887, at the request of Mr. C. H. Tawney, who was an uncompromising advocate of the system of cold-weather examinations, the Syndicate invited the opinions of the heads of Affiliated Institutions with a view to arrive at the most satisfactory arrangement possible. The majority of opinions received was strongly in favour of a reversion to the old system. But it was then found more expedient to stick to the new system for sometime, principally on the ground that it had not had a sufficient trial. Is there still any doubt as to its utter inefficiency?

After all what is sauce for the gander is not sauce for the goose. The Senate of the University of London, as you know, has just decided to discontinue its examinations in Calcutta and elsewhere, and one of the reasons stated is that the examinations are not much taken advantage of, and that they entail disproportionate labour on the part of the Indian and other Colonial candidates. I do not know whether the reason is sufficient, but so far as we are concerned, it seems we hardly lose anything by the forfeiture.

It is a relief to find that after all the portrait of the late Rai Bunkim Chandra Chatterji Bahadur finds a place in the Senate House. Our departed worthies are so soon forgotten, that it was but natural to apprehend that the Walter Scott of Bengali Literature would also be consigned to the limbo of oblivion. But time has undeceived us. At a meeting on the 27th ultimo, his portrait was unveiled by the Hon. Mr. C. W. Bolton in

the presence of a large gathering, chiefly of native gentlemen. The Hon. Justice Gurudas Banerjee in the course of a long speech said that as the departed worthy whom they wished to honour was one of the first graduates in point of time, and also one of the foremost and greatest in point of literary merit, it was but meet and proper that his portrait should adorn the halls of the Senate.

I must cut short my letter here for want of materials. Mr. University, as I call my Purveyor-General of University Intelligence, has been passing through a time of exceptional stress of work. My letter, therefore, must needs suffer. I hope, however, the days of scarcity will soon be over, and readers of the *Review* may confidently look forward to an abundant harvest next month.

CONTEMPORARY EDUCATIONAL PERIODICALS.

The place of honour in the September number of the *London Journal of Education* is given to an article on "German as she is spoke." The writer draws a comparison between educated people in Germany and those in England. "There is more intellectuality than refinement in Germany, more *Wissenschaft* than *allgemeine Bildung*. To be well educated (*gebildet*) implies among students a large amount of head knowledge, but not by any means a corresponding amount of general culture. The general culture of an Englishman is evidenced in his pronunciation. Forms of speech serve to mark class distinctions; it is by his speech that a man is betrayed, and provincialisms will do more to hinder success in any one of the learned professions than almost any other polite form of crime. In Germany this is not, to the same extent, the case, and the idea of a pronunciation free from dialectical blemishes is foreign to the great majority of German minds." We are told at the end of the article that the language of the stage is now generally received as the standard German pronunciation.

The following facts from an article on "The Educational value of the Degree of Phil. Doctor" are highly interesting. The easiest degree for foreigners to take in a German University is the Doctorate in Science. The Universities require from graduates two semesters' residence, and a man whose dissertation is not finished in two semesters can, if necessary, finish it outside Germany, and return for his examination, as

soon as the Board of Studies have accepted his dissertation. The student of language has to reside twice as long in Germany as does the Student of Science to obtain the same result. The student, whose German is weak, would do well to live for the first six months in a German family. Such living costs from £6 to £7 10s. per month. The matriculation fee is 15 marks. A course of lectures, two days a week, costs 10 marks; four days a week 20 marks. Lectures cost, as a rule, £3 or £3 10s. per term, all told. Besides the lectures for which a fee is paid, there are at least ten public lectures a week to which the matriculate student is admitted free of charge. The fee for examination is 250 to 350 marks, and the cost of printing the dissertation from 180 to 200 marks. Foreign students meet with very kind and considerate treatment from both professors and students.

Rev. William Burnet, M.A., describes in "A visit to the Brenchwood Industrial School," the work that is unostentatiously being done in that school. The institution is presided over by Mr. and Mrs. Hartland, who act towards the hundred lads gathered from the slums of the metropolis in the spirit of wise and loving parents. The school is under the London School Board, and is supported by the rates. Mental and moral training is happily combined with manual and industrial training. Three hours of school are each day alternated with four or five hours in the workshops, besides a fair amount of active sports. The older boys are taught a trade as tailors, shoemakers and carpenters.

Mr. S. E. Hall, writing on "Educational Reform in Rome, A.U.C. 550," gives a somewhat detailed description of the Roman system of education before the influence of the Greek culture on Roman life became felt. In the Roman system, life was not made for children, but children for life. The Roman father regarded his son more as an undeveloped man than as a boy with qualities as such. The pursuits of children were in the main those of parents. All idiosyncracies were ignored or suppressed. The child was forced to become what the parent was. The Roman child was made to learn by practice rather than by precept. He was not, for instance, taught religious dogmas, but was required to serve at the altar and in the worship of the Lares, and his religion was thus learnt in the performance of religious duties. The Romans did not even dream of the boarding school, because they kept clear the distinction between imparting instruc-

tion to a child, and educating him for life. The bringing up of a child meant for the Roman father much more than what the school could do. He could not decide to make over the solemn responsibilities of parenthood to men who had just completed their own education, and who had little or no experience of life, or to cut children off from the educational influences provided by nature in a world composed of men, women and children.

The "Occasional notes" bear on current topics, and in this number they deal chiefly with the London University Commission Bill, the special reports for 1896-97 prepared and edited by the Director of Special Enquiries and Reports and issued by the Education department, the examination lists of the Victoria University, the debate in the House of Commons on the supplementary vote of £700,000 for public education, and the development of local University colleges.

The special features of the September number of the *London Practical Teacher* are new preparation courses for 'L.L.A.' and London Matriculation, a description of the South-West London Polytechnic, a botany ramble, a long review of Hall Caine's 'The Christian,' an illustrated story 'Helen Anstruther,' and the report of the Committee of Council on Education.

Reviews and Notices.

Sartor Resartus, by THOMAS CARLYLE, edited with Introduction and Notes, by J. A. S. BARRETT, M.A. London: Adam and Charles Black, 1897.

Of the many editions of Carlyle's masterpiece which have appeared in recent years none, in our opinion, approaches in usefulness the volume before us, whether it be regarded from the point of view of the student or of the general reader. The Introduction, which Mr. Barrett modestly calls "little more than a compilation from Carlyle's writings," and elsewhere, "these ragged introductory remarks," is an admirable piece of work, thoughtful and sound, the work of a man honestly desirous of interpreting a great writer in such a way as to make him most intelligible to others, not, as has been the custom of so many critics of Carlyle, a mere excuse for the display of the critic's own surprising cleverness, and for the exercise of that delightful function in which the small man of letters sits in judgment on the great and with some flippant epigram, disposes of teaching the true meaning of which he has scarce taken the trouble to understand. In Mr. Barrett's pages the serious student will find a good exposition

of *Sartor*, in its auto-biographical, its literary, philosophic and religious significance. We do not wish to praise unduly. Carlyle was a very great writer, and, if the term 'thinker' is to be monopolised by system-makers, a very great seer. *Sartor Resartus*, from the purely literary or the purely philosophic standpoint, is undoubtedly Carlyle's greatest work. It was not to be expected that any 'last words' should be spoken on such a book in the course of some fifty pages. Mr. Barrett has not done this, but by following the sound method of expounding a didactic writer from his own works and his own life, he has in the course of his fifty pages done much to assist the beginner in Carlyle, whether juvenile or otherwise, towards a better understanding and a fuller enjoyment of *Sartor* than he could have been likely to arrive at without such guidance. We could have wished perhaps that a section had been devoted to tracing the connection between *Sartor* and *Wotton Reinfred*, that unfinished novel which Froude imagined 'had to be burned,' but which in late years has been dug up, and given to the world under the strangely misleading title of 'Last words of Thomas Carlyle.'

The text itself is elucidated by means of footnotes, and this part of his work the editor has accomplished almost as well as it could be done. The notes are brief but sufficient. Allusions are explained and quotations are verified. The auto-biographical section is enriched by frequent references to Froude's 'Life' and to the *Reminiscences*, and the reader is frequently referred to passages in Carlyle's other writings which will help him to understand more fully the various Carlylean doctrines set forth in *Sartor*.

We have noticed a few trifling omissions. On page 165 there is a quotation from *Macbeth*, III. iii., 95, unnoted, 'small speculation in those ages that they did glow withal,' and on page 167, 'Thus in answer to cry for solid pudding,' the student should be referred to Pope, *Dunciad*, Book I.—

"Where, in nice balance, truth with gold she weighs,
And solid pudding against empty praise."

This last is a favourite couplet with Carlyle: see the essay on Johnson, *Miscellanies* iv. 73, and elsewhere. Again, on page 151, of Teufelsdröckh being educated 'in spite of advices from . . . relations,' a similar circumstance is mentioned in Carlyle's own case in the *Reminiscences of James Carlyle* (Froude's edition, I. 25). We are not aware whether any critic has noticed—certainly Mr. Barrett has not done so—the locality of the fine mountain scenery described in the chapter called 'Sorrow of Teufelsdröckh,' which exercises on the 'Wanderer's' soul an influence of the Wordsworthian sort. Surely it is no where else but the country round Kinnaird House near Dunkeld, where Carlyle lived in 1823 in the capacity of tutor to the Bullers.

Modern Mythology, by ANDREW LANG, M.A., LL.D.
Longmans, Green & Co., London and Bombay,
 1897. Price, nine shillings.

This is not a Compendium of Mythology, and those to whom the subject is new will derive little or no benefit from a perusal of its pages. Even those who pretend to some knowledge of the subject will find the book somewhat stiff reading and not a little wearisome at times. This latest production of Andrew Lang's is a controversial work dealing seriatim with the attacks of, and charges brought against the, ideas and methods of the anthropological school of Mythologists by Professor Max Müller in his *Contributions to the Science of Mythology*. This statement sufficiently indicates the character and tone of the book. It is now pretty generally admitted by all except the most bigoted philologists that Professor Max Müller has given too exclusive attention to Philology, and from his knowledge of that subject has drawn conclusions which an acquaintance, with anthropological methods would have led him to considerably modify, if not altogether discard. Mr. Andrew Lang states the point at issue between the philologists and anthropologists clearly and concisely, and in reading the book under review it is as well to keep this issue ever before us, or we shall be lost in the many side issues which occur throughout the work. "The general problems is this: Has language—especially language in a state of 'disease,' been the great source of the Mythology of the world? Or does Mythology, on the whole, represent the survival of an old stage of thought—not caused by language—from which civilised men have slowly emancipated themselves? Mr. Max Müller is of the former, anthropologists are of the latter, opinion. Both, of course, agree that Myths are a product of thought, of a kind of thought almost extinct in civilised races; but Mr. Max Müller holds that language caused that kind of thought. We, on the other hand, think that language only gave it one means of expressing itself." Universally distributed personality both philologists and anthropologists admit is the basis of Mythology; but this personality, Mr. Max Müller believes to have been the result of language. Early man, according to him, "did not call lifeless things by names denoting sex because he regarded them as persons; he came to regard them as persons because he had already given them names connoting sex." On the other hand, with reason we think, anthropologists assert that primitive man called lifeless things male or female because he had long been in the habit of regarding them as personal beings. The fact is, it is the similarity of ideas, fancies, habits among early men which accounts for the extraordinary similarity of myths. Language has little to do with it. How else are we to explain the remarkable similarity of myths between peoples whose languages are entirely unrelated? Remembering this, we know how much faith to place in the extraordinary identifications which Max Müller has discovered between the Mythological heroes of Vedic India and ancient Greece. The undoubted relationship between Sans-

krit and Greek led Max Müller into the trap. We knew now, however, that the key to Greek Mythology is to be found elsewhere than in India.

A Course of Practical Chemistry, by M. M. PATTISON
 MUIR, M.A., Part I. Elementary. *Longmans,*
Green & Co., London, New York and Bombay,
 1897.

Mr. Pattison Muir has always been known to hold original views on the teaching of Chemistry. He is a strong advocate of the heuristic method. The aim of all teaching must be to train young men to be observant, thoughtful, exact and self-helpful. This object is attained by imparting a knowledge of scientific method having direct reference to practical needs. Laboratory teaching must therefore form an essential part of all teaching of Chemistry. Mr. Muir has been, during the last twenty-five years, attempting to find a suitable system of laboratory teaching, and he gives us the first instalment of the result of these attempts in the book before us. We are at one with him in thinking that a mere course of qualitative analysis with a previous course of experiments on the preparations and reactions of at least a few compounds will lead to no profit.

The book under review is divided into three sections. The first section contains descriptions of experiments on chemical change, preparations of various inorganic compounds, and reactions of acids, alkalies and salts. The second section is devoted to an elementary course of volumetric analysis, while the third deals with the qualitative analysis of mixtures of salts containing not more than a single metal in any one group. The directions for performing the experiments are always given in considerable detail to prevent slipshod work. Various exercises are given, the working out of which according to the methods and the results of the experiments fully detailed will lead the students to use their reasoning faculties. The book cannot be used by itself; it will be found very useful by those who have read the author's book on *Elementary Chemistry*. We can heartily recommend it to all teachers and students of Chemistry.

On the Face of the Waters, by FLORA ANNIE STEEL.
London, William Heinemann, 1897.

In her preface Mrs. Steel asserts that her object in writing her story which is based on the events of the Indian Mutiny—"a time which neither the fair race nor the dark one is ever likely quite to forget or to forgive"—is that "they may come nearer to the latter." Seeing this was her object, it was at least unfortunate that she should have opened her story with so distorted a picture of European Society on the eve of the Mutiny. The occasion she selects is the auction of the lately deposed king of Oudh's

menagerie. If Mr. Gissing and Major Erlton, who figure prominently in the vivid picture of the auction scene drawn by Mrs. Steel, are to be taken as the type of the members of Anglo-Indian Society of that time then the Indian Mutiny was fully justified. Callousness, irreligion and immorality are the leading traits in these two characters. We say, then, that it was unfortunate that Mrs. Steel, with her avowed object in view, should have given prominence to such characters. At this time particularly, such writing is only likely to engender bad feeling between the two races and certainly will do little to develop the sentiments of forgetfulness and forgiveness. Having said so much by way of expostulation, we cannot but express our admiration for an authoress who has written so brilliant, so vivid and so fascinating a story as that of "On the Face of the Waters." We need not to be told by Mrs. Steel herself that India and its people have a peculiar charm for her. No one who was not in full sympathy with the people and who had not lived in the closest intimacy with them could have produced so realistic a story. To our mind, however, Mrs. Steel's style at times is somewhat obscure and her meaning a little difficult to interpret. But whatever its defects, the book has the merit, a very rare one in these days, of claiming a second or even a third perusal.

Kindergarten Guide, by LOIS BATES. *Longmans,*
Green and Co., London, New York and Bombay,
 1897. Price six shillings.

This is the most complete manual on the kindergarten system that we have yet come across and is one which no teacher of the subject, having once seen, would care to do without. Chapters I and II, discuss Fröbel's (or Froebel as the name is more commonly spelt) principles and give a description of the kindergarten. Chapters III to XVI take up the subject of the kindergarten gifts. Next come 'Occupations,' including embroidery, modelling, plaiting and basket-making. Then follow 'Ordinary School Subjects,' in which every subject usually taught in Infant schools is dealt with. The important subject of singing has four chapters allotted to it, while nearly one hundred pages are devoted to the no less important subject of drill. A most remarkable and creditable feature of the book is the long list of engravings and coloured plates. They do infinite credit both to the photographer and to the engraver. A special word of praise is due on account of the coloured plates, anything more admirable than which cannot be imagined. The book runs into nearly four hundred pages, and nearly every page is enriched by illustrations which really explain the text. In this country, where the system has only been imperfectly introduced, the book would serve as a safe and easy guide to mothers and others who have the charge of children, but who have not had the advantage of being trained to teach the system.

British India, by R. W. FRAZER, LL.B., I.C.S., retired.
London, Fisher Unwin. Price 5s.

Mr. Frazer is to be congratulated on having produced perhaps the most readable short history of British India that exists. The book does not pretend to be anything more than a sketch, nor does Mr. Frazer pretend to throw fresh light on his subject. He has simply made himself thorough master of the ordinary authorities and of recent literature on the story of the British in India. The whole narrative is compressed within four hundred pages. The book is not a mere compilation of facts. Mr. Frazer has, we think, shown remarkable discretion in his suppression, on occasions, of details which would only detract from the story. His style is simplicity itself. Here and there, where the subject admits, Mr. Frazer becomes truly eloquent. This is the case in the chapter on the Mutiny, the oft-told story being told by Mr. Frazer with undoubted skill. Facts and details are duly subordinated, and yet his account of that event leaves a vivid impression on the mind and a true sense of the relative importance of the various scenes which make up that terrible episode in Indian history. Take it all round, the book is one which will be welcomed by the general public and which will prove not uninteresting to students, for, however, it was not primarily written. Some thirty maps and illustrations accompany the text and in all cases add to the interest of the story.

A Companion to English Grammars, by JOHN FOSTER.
 M.A. (Edinburgh). *T. Nelson & Sons, 1897.*

An exceedingly valuable and useful book, not only to those who are studying the English language, but also to students of Shakespeare, as about 300 of the examples are taken from his works; and not only are common words and phrases so taken, but great numbers of obsolete and old-fashioned expressions are illustrated. This fact alone makes the book more useful to the English boy studying his own tongue than to the Hindu student, though even to him the clear definitions will often prove of value. Innumerable other writers are requisitioned, and as their names are attached in every instance to the quotation, this adds greatly to the value of the book. The explanations are strikingly clear and lucid, and the exercises numerous and varied. The book bristles with examples of the idioms and old-fashioned forms of speech in frequent use, and will furnish the teacher with many illustrations for his class other than are found in the text-book they use, besides supplying him with material for home exercises.

Kallistratus, an Autobiography, by A. H. GILKES, with
 illustrations, by MORRIS GRIEFFENHAGEN. *Long-*
mans, Green and Co., New York, London and
Bombay.

This is a book we can strongly recommend for the libraries of Second and First Grade Colleges. The

book is sure to be acceptable to the general reading public, and more particularly to those who are acquainted with Roman history. The story, though bearing the title of Kallistratus, takes as its basis the invasion of Italy by Hannibal and his subsequent campaigns. A vivid presentment of that great general and his methods of fighting is given, while the accounts of the social life of the Romans and of the degenerate Greek Colonists in South Gaul cannot but fail to leave a strong impression on the mind. Students, we imagine, will read the book for the story's sake with avidity, while their knowledge of the important period with which the story deals cannot but be emphasised, enlarged and rendered realistic. The book, besides being of use to students of Roman History, will be equally serviceable as an English text-book for the F.A. or B.A. examinations.

Introductory Course in Differential Equation, BY D. A. MURRAY, B.A., PH.D. Longmans, Green & Co., London, New York and Bombay, 1897.

This book aims at giving a brief exposition of the chief devices employed in the solution of differential equations. The author has kept in view in treating the subject the needs of two classes of students, those who study differential equations with a view to enter upon the study of higher branches of pure mathematics, and those who, like students of physics and engineering, desire to use the subject as a tool. For the sake of the first class many notes containing detailed discussions of several theorems are inserted in the latter parts of the book, and for the benefit of the second class two special chapters dealing with geometrical and physical problems are added. Many interesting historical and biographical notes are found scattered in the book. References to original memoirs and to the Standard English treatises of Boole, Forsyth and Johnson are given in all cases. The book must be found highly useful by all Indian students of higher Mathematics, Physics and Engineering.

Heath's Modern Language Series. Isbister and Co. Selections for French Composition. C. H. GRAND-GEANT. 1s. 6d.

Teachers of classes just beginning French have often experienced difficulty in obtaining a suitable book for translation, and though there are many such books published, yet the preparation for this lesson often involves great labour for the children, and the teacher finds it difficult to impress the words and idioms on the minds of his class. In this book the words and idioms used in the translation are brought into the exercises, which are capable of being extended during the class. In the section on letter-writing, the epistles given there may make excellent French when translated, but the English version of many of them is poor.

Marchen and Erzählungen. Vol. I. Gneiser. 2s.

We have seen many editions of German Fairy Stories for beginners in that language, but here is another one. The language is very simple, and the words are frequently repeated, while the stories themselves are full of interest and amusement, and the vocabularies giving the participles and past tenses will prove a boon to the young translator!

Algebra for Lower Secondary Schools, BY K. G. VENKATASUBBAIYA, B.A., L.T. Thompson & Co., Madras.

There is nothing specially noteworthy in this new addition to our stock of books on Algebra for the lower forms of our schools. A large number of exercises is given at the end of each chapter. Though the book contains nothing new, it is good so far as it goes, and we hope it will be found useful by teachers and students.

THE MADRAS TEACHERS' GUILD.

Teachers wanted.

1. A European or Eurasian B.A. for a Mofussil European College.
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1. A trained Certificated F.A. (Tamil).
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6. A Physics B.A., L.T. (Tamil).
7. A Matric with First-class Normal Certificate.
8. A B.A., Philosophy and Tamil, drawing grant. Headmaster or College Assistant (Christian).
9. A Mathematics B.A., L.T. (Christian).
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11. A trained Certificated Mathematics B.A.
12. A Sanskrit Chemistry (Tamil) B.A., untrained.
13. An untrained Certificated B.A., Mathematics (Tamil).
14. A Philosophy graduate (Christian) capable of teaching Mathematics.
15. A B.A. (Tamil and Philosophy), trained passed L.T. (theoretical).

S. SATTIANADHAN.

Registrar, Teachers' Guild, Royapettah, Madras.

Educational Intelligence.

MADRAS.

THE annual distribution of prizes to the successful students of the Pudukota College took place with great éclat on the 4th instant.

THE Hon'ble Sir Arthur John Hammond Collins, Kt., Q.C., Chief Justice of the High Court of Judicature, has been re-appointed Vice-Chancellor of the Madras University.

GOVERNMENT has ordered that, in future, its special permission should be obtained before a Government servant accepts the offer of an examination from the University and receives remuneration for services rendered as an examiner. In the case of officers, whose salary is less than Rs. 100 per mensem, the Head of the Department may grant the required sanction.

THE Government has accepted Miss Dunhill's offer of Rs. 1,000 for the institution of a prize in memory of her brother, the late Dr. Rait Dunhill, a graduate of the Madras Medical College, to be awarded annually to the student of the Madras Medical College who obtains the largest number of marks in Physiology in the competitive examination to be held in the last week of the Autumn Session.

WE regret very much to record the sad news of the death of the veteran educationist, Rao Bahadur Sadhu Seshayya, which took place on the 7th instant at Kumbakonam. It was only a few months ago that he retired from the service after a brilliant career of nearly 37 years in the Educational Department, so that it might almost be said of him that he died in harness. In one of our recent issues we gave an account of the work of this eminent educationist, little knowing that the article in which we anticipated for him many years of good work would, as fate has decreed it, almost become an obituary article.

SPEAKING of the working of the hostels attached to the St. Peter's College, Tanjore, the Principal of that Institution in his report for the past official year observes as follows as to the difficulties encountered in the management of hostels in India:—

"It has not been found practicable as yet to introduce any very strict rules of discipline. The impossibility of finding any suitable person as a Resident Superintendent in this country, where all marry so early, and the little interest that parents take in the moral education of their children, together with the low moral tone which is so prevalent, make the enforcement of strict discipline in hostels an extremely difficult matter. In present circumstances the want of these rules is little felt, because those few who voluntarily join and submit themselves to the res-

trictions of hostel life such as they are, thereby imply that they are of a steady and prudent character. So there has been no cause whatever of complaint against the students who have been reading here. But the large majority of students naturally prefer the freedom of independent life; and as long as the choice is left to themselves, there is little chance of their joining a hostel, if any strict rules of discipline are observed, and little hold on those who do join."

THE Managers of the Oriental Literary Institution, Conjeeveram, bring to the notice of the public that in March 1896 a free Library called "The Sri Kanchi Kalawati Library" was opened for the use of the public. Since the beginning of this year this institution has been known as the Conjeeveram Oriental Literary Institution. The objects of the institution, which will be carried on as funds become available, are stated to be as follows:—

(1) To encourage the study of the Sanskrit and the Vernacular Literatures; (a) by opening and maintaining an Anglo-Sanskrit School or College; (b) by improving as far as practicable the two purely Sanskrit Colleges now working here teaching Thar-kam, Vyakaranam, and Memamsa; (c) by opening classes for instruction in the Vedas and the Prabandhams, the Geeta and the Upanishads, &c.; and (d) by holding an Annual Conference of Pundits.

(2) To bring out Vernacular Text-books in Hygiene, History, Geography, Physiology, Elementary Physics and Chemistry, Geology, &c., with a view to prevent the waste of time and energy involved in learning a foreign language.

(3) To publish translations of, and commentaries on, particular Indian and English authors.

(4) To procure and print old Sanskrit and Vernacular manuscripts of value and usefulness.

(5) To institute courses of lectures and discourses on useful subjects.

(6) To open, if possible, an Ayurvedic class.

(7) To bring about, as far as possible, a unification of the ideas of the East and the West.

Conjeeveram has been chosen as the seat of this Literary Institution, on account of its political, religious and social associations. The movement, it is hoped, will have the sympathy and co-operation of enlightened Maharajahs, Rajahs, Zemindars and other gentlemen. Donations of money and of books will be thankfully received. It is stated that the Library has now more than 1300 books, all worth about Rs. 3,000.

At the re-union of the old students of the Mysore Wesleyan Mission School held in the first week of this month, Mr. M. Rangachari, M.A., of Kumbakonam, presided and made a thoughtful speech from which we take the following as to the respective parts played by Missionary Societies and the British Government in the education of this country. "Christian Missionary work was through love, and

as such, that love was the complement of the work which British Political civilisation was doing through law, and not that the one made amends for the other. Without love there was no proper administration of law; it was possible to have any amount of law, administered strictly and impartially, but if there were no love at the basis, law worked hardship, and intolerable hardship, sometimes. Christian Missions had done a great work which law, in itself, could not do, in that whereas Indian civilisation of the past, though it had been of a high character and included an excellent kind of culture, still both Indian civilisation and Indian culture, had been too heavy. There had been an utter absence of what might be called an even division of culture and enlightenment, and in consequence of this an abundance of inequality, the higher remaining the higher always, and the lower the lower. These two defects were now being remedied, and the work first began in the land with Christian Missionaries. It was true they were now trying to work for this end for themselves, but it was a compliment to the Missionaries that their doing so was an imitation of the work of the latter. Through Missionary work they had been made to feel the necessity for such work. At the same time he did not wish them to go away with the impression that the political civilisation of the West, which was working newly in their midst, had had no effect; that also was having its way. There was so much superstition, so much ignorance, on the part of his people, which could only be removed by enlightenment, and this enlightenment did not come by itself as a rule; it must be given. In that way European civilisation, coming through law, as well as through love, had enabled them to see that that sort of culture and enlightenment was the great need of the land, a need which they saw that not only the Missionaries, but also the British Government, was setting itself to supply, in the system of organised education India now had, beginning with the lowest primary education, and ending with the highest liberal University education."

The following extract from the Principal's report of the working of the Maharajah's College, Vizianagram, during the official year 1896-97, which has just reached us, shows what a heavy loss that college in particular and the cause of education in general have suffered by the lamented death of His Highness the Maharajah of Vizianagram:—"I have to record, with extreme regret, the sad and unexpected death of His Highness the Maharajah, the illustrious and generous proprietor and patron of this institution. The death of the Maharajah is not only a heavy blow to this institution, but also to the cause of higher education in this country. Every movement, calculated to promote the interests of higher education, had his warm sympathy and support. He had many educational projects, which would have been carried out if his life had been spared a few years longer. His idea was to make Vizianagram the chief centre of education, north of Madras, and, with that object in view, he was anxious to develop this institution

by every possible means and wanted to construct a grand building for the College with quarters for the Principal and Lecturers and a spacious hostel for the students. He wished to establish a museum, an astronomical and a meteorological observatory in this town, and got M.R.Ry. Madhavaram, M.A., Lecturer in Mathematics, trained at the Allipore Government Meteorological Observatory, Calcutta, with a view to open a similar observatory in this town as soon as practicable. As he was fully alive to the advantage the public would derive from the spread of knowledge of physical and chemical sciences, he got M.R.Ry. Narasimham, M.A., another Lecturer, trained at the Presidency College, Calcutta, and opened the Chemistry section of the B.A. class in the beginning of 1895. He was equally anxious about developing the female education and sanctioned last year Rs. 300 to be spent monthly for raising the standard of the local Samasthanam Girls' School. While he was always ready to help those who applied for help, his liberality to students was practically unbounded. During the last 24 years I had the honour of being acquainted with the late Maharajah, I know of no case wherein a student who applied to him for help failed to get it. It is no exaggeration to say that there are thousands of persons in these parts who owe to his munificence the education they have received. His general orders to me were that intelligent and poor students should be encouraged in every possible way, and that poverty should never be allowed to stand in the way of those who were really anxious to secure for themselves the advantages of English education. So the people in these districts, especially those whose means do not permit them to aspire to higher education, have every reason to mourn his death as an irreparable loss."

BOMBAY.

A NEW SCHEME FOR FEMALE EDUCATION IN INDIA.—Messrs. J. N. Tata, K. R. Cama, and D. R. Chichgar, who are known to take a deep interest in the progress of female education in Bombay, have propounded a new scheme for the furtherance of the object which they have done so much to promote. They have invited some of the influential and representative citizens, who have evinced great zeal and solicitude for the dissemination of female education in this country, to meet at the Bai Bhikhaijee Bengali School, to consider the scheme, an outline of which has been furnished to them in the shape of a letter received by Mr. Tata from Mr. J. B. Padshah, a well-known educationist of Bombay and Knrachee, who is at present on a visit to England. Mr. Padshah in his letter, among other things, says that he had made it a point to visit women's colleges in England, and had the privilege of being acquainted with the mode of life and methods of teaching on a very large scale. On the question of supplying lady teachers to girls' schools in Bombay he says that twenty ladies of academical standing as high as that of wranglers could be obtained on very reasonable terms. They would have such terms of leave and

furlough as were allowed in the Government Educational Service; and they would have to be given free quarters, free boarding, and about £50 to £100 a year in gold. These would include teachers for languages, moral and physical science, mathematics, drill and sport, music, needle-work, embroidery, cooking, &c. Boarding, lodging, and tuition might be provided for Rs. 75 a month per each girl, and a modest beginning might be made with ten European mistresses. These ladies would be unsectarian, and their sympathy with their pupils would revolutionize for good the habits of their pupils. Mr. Padshah thinks that the experiment might be tried at one of the local institutions, the cost being made good from fees and Government grants. He had personal experience of the teaching by these mistresses, which was the best of its kind. Mr. Padshah further writes that if three or four Indian girls were sent to England, he could make arrangements for their being trained as hospital nurses on a course of three years on payment of about £60 a year for board, lodging, and tuition.—*Times of India*.

The Senate of the Bombay University has accepted the offer of Rs. 6,000 in 3½ per cent. Government paper from Khan Bahadur Dorabji Padamji and Dr. A. W. Thomson, C.E., Honorary Secretaries, Dr. Theodore Cooke Memorial Committee, for the foundation of a prize in Dr. Cooke's name to be awarded biennially for the best essay on some engineering subject.

The following regulations were adopted for awarding the prize:—

1. The prize to be called the Dr. Theodore Cooke Memorial Prize of the value of Rs. 399 shall be awarded every alternate year for the best essay on some subject connected with engineering.

2. Competitors shall be graduates in Engineering of the University of Bombay, of not more than seven years' standing from the date of their graduation, on the day prescribed for sending in the essays.

3. The subject of the essay shall be—

(a) an engineering work of importance on which the candidate has been actually engaged;

(b) or an engineering subject in which the candidate has made some original discovery or experiments;

(c) or an engineering subject selected by the Syndicate, and notified not less than two years before the day prescribed for sending in the essays.

4. Each essay shall be written in English, and shall not contain more than 5,000 words.

5. Each essay shall be sent in to the University Registrar on or before 1st August of every alternate year beginning 1899.

6. Each essay shall be signed by the writer, and shall be accompanied by a statement giving his University standing and a declaration that the essay sent in by him is bona fide his own composition.

7. If the subject of the essay is (see Rule 3) an engineering work of importance on which the candidate has been actually engaged, the dates between which, and the names of the officers under whom he served on the work, and the duties assigned to him shall be stated.

If the subject of the essay is one in which the candidate has made some original discovery or experiments, the place at which, and the dates between which the experiments were made should be stated; and if required by the judges the instruments by means of which the experiments were made should be exhibited to them.

8. The judges shall be two in number, and shall be nominated by the Syndicate. Their decision shall be final and shall be announced on or about the 15th October.

9. The essay for which the prize is awarded shall become the property of the University Library.

10. The prize shall not be awarded unless the judges pronounce an essay worthy of it.

11. The annual income of the fund shall be subject to a deduction of 5 per cent. to be contributed to the General Fund of the University.

12. On the occasions when the prize is not awarded, the money shall be applied by the Syndicate in such manner as they think best fitted for furthering the object of the endowment.

13. The Senate shall have the power, whenever it may think fit, to modify or alter the terms upon which the prize is awarded; or otherwise to deal with the income of the fund, provided the object for which the prize has been founded is kept in view.

BENGAL.

The Director of Public Instruction, Bengal, has lately called the attention of the administrators of Educational Trust Funds to the fact that these are not subject to income-tax.

It is reported that arrangements having been completed for opening an agricultural class at the Sibpur Engineering College, the Government of India have sanctioned the appointment of a lecturer in that subject on a monthly salary of Rs. 400.

It having come to the knowledge of the Director of Public Instruction that "some District Boards allow grace-marks to pupils appearing at the Lower Primary Scholarship Examination to the extent of five marks or more," it has now been ruled that—(1) Candidates failing in more than one subject must not be allowed any grace-marks; (2) No more than two grace-marks shall be allowed to a candidate in a subject. (3) For each mark allowed by grace in any subject five marks are to be deducted from the aggregate.

There were in 1896-97 5,804 schools in the Presidency Division and 206,433 pupils, or 7,953 more pupils than in the previous year. The total expenditure rose from Rs. 10,59,902 to Rs. 10,74,487, owing, no doubt, to the increase of pupils. Rupees 3,77,564 were spent on primary education; and the number of primary schools decreased from 4,864 to 4,806. Though the total expenditure on primary education (owing to falling-off in fees) was less in the previous year, the Lieutenant-Governor is glad to notice that the outlay on it from Provincial, District, and Municipal Funds was somewhat in excess of that of the preceding year.

During the past official year the number of public schools in the Chota-Naypore Division fell from 2,812 to 2,674, and of pupils from 76,277 to 74,909. Education is very backward in this Division; only one boy in every five of a school-going age is at school; and whatever the cause of the decrease in numbers during the year 1895-96 may have been, the result itself is to be deplored. The famine cannot, in the Lieutenant-Governor's opinion, have had much to do with the matter, for the numbers of pupils increased in Palamow and Manbhoom, where the distress was most severe, while they fell off in Singhbhoom, where there was no distress. Though the numbers of pupils decreased, the cost of education rose from Rs. 3,57,018 to Rs. 3,59,303.

CEYLON.

The electric installation, which was recently laid on the office of the Director of Public Instruction, Colombo, was used on the 15th of September for the first time. The employees of the department, it is reported, highly appreciate the innovation, especially as the office in question used to be considered one of the gloomiest in cloudy weather.

The thirty-eighth Annual Report of the Kandy Industrial School, in dealing with the general position for the year 1896, states that there has been a falling-off in subscriptions both from England and from Ceylon, the total being Rs. 2,165 as against Rs. 2,783 in the previous year. The year, however, though comparing unfavourably with the one immediately previous, which was an exceptionally good one, was more successful than 1894 and the preceding ones, and it is to be hoped that, with the advent of a new and energetic manager whom the committee have been enabled to secure during the course of the present year, the school will be able to show even a more satisfactory condition than it has done in the past. His Excellency the Governor, it is pleasing to note, takes a liberal interest in the institution, and it is to him the school is indebted for the use of the playing field which is such a necessary adjunct to a school's premises.

It is gratifying to note that at last some active steps have been adopted to found a mission to pay occasional visits to Veddaland,—the home of

Ceylon's aborigines, with the object in view of bringing them under civilising influences. The project is a most praiseworthy one, and is deserving of far more support than that represented by the sum of Rs. 538-57, which has yet been subscribed. Further donations should be sent to Mr. E. O. Walker, who has all along evinced a warm interest in the movement. It was not very long ago that the late Rev. E. J. Perry, Principal of Trinity College, Kandy, set out on a tour in the Veddaland country on a similar mission. The reverend gentleman had penetrated into the heart of the Veddaland, wherein dwelt the genuine article, and having succeeded in rendering comparatively tractable a couple of Veddaland boys, he was returning with them in triumph to Kandy, where he intended educating them at Trinity College, when he was fatally shot by accident. It now rests with the promoters of this laudable scheme to carry out the work of which Mr. Perry may be said to have been the pioneer. The committee appointed intend asking the Rev. J. West, of Batticaloa, to begin the work almost immediately. When once a start is made, and the promoters are fairly embarked upon their mission, the task should attract the active sympathies of all philanthropically inclined. The Veddaland as a race, though ignorant and wild in their habits, are said to be easily influenced, and hitherto have offered no resistance to overtures made by Missionaries and others to civilise them.

At the instance of the Ceylon Government, Mr. Human, the Principal of the Technical College, has drawn up a scheme to reorganise it, henceforth to be known as the "Ceylon Technical College" whereby it would be made the training ground for recruits to the chief Technical Departments of Government. In discussing this event in one of its recent issues the *Ceylon Mail*, after observing that the future of the school is an assured fact under the new scheme, proceeds to remark as follows:—

"The Technical College has most conclusively rebutted a charge which has been often brought against Ceylon boys, that they do not appreciate manual labour, and that though they are willing to absorb ideas by an effort of the memory, they are unable to apply those ideas practically, and that they are not anxious to co-ordinate the functions of the head and of the hand to practical ends, that they have taken the former function as their own share of the work and have relegated those of the latter to the coolie. This may have been true of the past, and because there was no opportunity for Ceylon boys to show that they were better than they were reported to be. The Technical College has given them scope to show themselves as willing not only to be theoretical but also practical, and that they are willing to apply the theories they learn by an effort of the memory to practical work and manual labour.

The Technical College to a very great extent will also save us from having to face one of the great educational problems which India has to deal with.

The system of education which obtains in India culminates in Universities through which thousands of young natives pass every year to degrees in philosophy and literature. Such an education fails to turn out men qualified or inclined to devote themselves to industrial and manufacturing pursuits. Educated natives therefore crowd into the professions, or seek and often fail to get posts in the Government service. We are in advance of India in that while Indian authorities are deliberating whether something of a practical and technical character cannot be given to the training given to young men who pass through the higher schools and colleges, we have taken time by the forelock and have solved the problem of what is to be done with our educated young men, even before it became a problem at all. This is the *raison d'être* of the Technical College, and it is undoubtedly what will make it appear in years to come as one of the most successful ventures in education ever made by the colony."

FOREIGN.

The Imperial Educational Association of Japan (*Teikoku-Keijō-Ku-Kawai*) convenes a general meeting this month for discussing questions connected with compulsory education, the Boarding School system, the raising of the standard of the Middle school examination and the use of common school Text-books on Geography, History and Science.

The late Dr. Hinchliffe, of Dewsbury, bequeathed a sum of about fifty thousand pounds to the Municipality of that Borough, directing that the interest shall be expended "for the promotion and furtherance of high-class education amongst the youth of both sexes above the age of thirteen years, being resident in the Borough of Dewsbury."

KING OSCAR II, of Sweden and Norway, on September 18th, the twenty-fifth anniversary of his accession to the throne, was to be made an Honorary Doctor of all the four faculties of the University of Vienna—theology, law, philosophy, and medicine. As the creation of a "Doctor quadruplex" is without precedent in the annals of that University, the Academical Senate has had to apply to the Emperor Francis Joseph for his express license to confer its fourfold doctorship upon the learned Swedish King.

The Commission on Agricultural Depression, which has just reported, recommends among other remedies,—That legislation be undertaken with the view of raising the standard of middle-class education, especially in the rural districts; that the Board of Agriculture be entrusted with more ample powers of control and inspection over the whole system of technical agricultural education; that the residue grant under the Local Taxation (Customs and Excise) Act, 1890, should be made exclusively applicable to education, and an adequate share of it devoted to agricultural education.

The Mathematical Congress, which met at Zurich recently, decided that the next Congress should be held in Paris in 1900. It was also resolved to appoint an international commission of five members, who are to report on mathematical progress and literature in their respective centres, and to promote the establishment of mathematical departments in University and other libraries. Resolutions were also passed in favour of the adoption of a simpler terminology and the institution of a Central correspondence bureau in order to maintain closer relations between teachers and students of the higher mathematics in different countries.

The Report of the Department of Science and Art (England) shows a very satisfactory progress in educational work during last year. Since 1887, the number of science schools, classes, and students has nearly doubled, the number last year being 2,583 schools, 10,300 classes, and 196,185 students under instruction. The only decrease compared with previous years is in the number of students who came up for examination from these schools, the decrease being over 16,000, compared with the previous year. Of the number that was examined, 8,500 were self-taught students. Two and-a-half million students were taught drawing at elementary schools, under the regulations of the department, and, in addition to these, 18,209 pupil teachers and ex-standard scholars. Considerable growth is evident both in the number of and grants to those who attend manual instruction, the number of scholars being 84,000, and the grants being £19,500. The number of Art schools has also increased, while there is an increase of 10,000 in the number of the students.

At the commencement of a well-earned holiday, Sir George Kekewich (of the English Education Department) lately paid a visit to Newport on the occasion of the opening of an addition to a Board School in the locality. He took advantage of this opportunity to utter some weighty words on the subject of education. After paying a tribute to the educational progress of the Principality, and the opportunities, now within reach of all, of climbing the educational ladder, he turned his thoughts to broader aspects of the question. The hope of England, until secondary education has been more fully organised and developed, lies in the proper utilisation of its evening continuation schools, for it is by these that the valuable lesson is taught that education is part of the real business of life. We heartily welcome his advice to the managers of voluntary schools, that the recent windfall of grant should be devoted to providing, in the first place, a "living wage" for the ill-paid teachers in many of those schools. His concluding advice goes to the root of the whole matter. If education is to become a reality and not a sham, it must have the fullest sympathy of the parents; the "habit of education" must be cultivated, and the necessity for it as fully recognised as the need for bodily sustenance.

THE Argentaurum Syndicate of the city of New York offer the following prizes:—

1. A prize of five hundred dollars for the best compilation of statements published by men of science of the present century respecting the unity of matter and the theoretical possibility of producing gold from other so-called "elements."
2. A prize of five hundred dollars for the best account of work done and results obtained by men of science during the present century with respect to the alteration of the specific gravity and the physical and chemical properties of solid matter by compression, impact and cooling.
3. A prize of five hundred dollars for the best account and demonstration of erroneous doctrines taught in scientific text-books used in Colleges and Universities since the year 1860, including "Thomson and Tait" and other current authorities.
4. A prize of five hundred dollars for the best account of experiments and observations showing the facts of nature to be at variance with the supposition of Avogadro, the Kinetic imaginings of gases and the doctrine that the compressive stress experienced by the molecules forming the solid masses of the earth's crust increases with depth from the surface.

In connection with the University Extension gathering at Oxford, there has been held a conference upon the training of pupil-teachers. Sir Joshua Fitch presided, and, after speaking of the defects of the pupil-teacher system, said that school managers were very apt to look upon pupil-teachership as a cheap form of educational work and as a means of getting labour in the schools at the cheapest rate, and very often it was unskilled labour. It had been found that much of the time of pupil-teachers was spent in the laborious work of class teaching, that they had very little time for their own cultivation, and the inspections often revealed a lamentable deficiency in many subjects that they had to teach. He thought that those interested in University Extension might feel that this was a department of educational work in which it might do very valuable service in widening the range of the students' knowledge, and in giving them new motives for self-improvement. What they wanted in their teachers was a real zest and enthusiasm—first of all about their own cultivation, and the feeling that their own education was not finished when they had got their certificate and had passed their examination: He should like to remove the pupil-teachers from the primary schools and to train them on another level, so as to qualify them for the University degree, which he hoped might replace the certificate. He should like to see the primary and secondary schools under one authority. He could not help thinking that some of the "whisky-money" that County Councils received could not be better expended than in providing travelling tickets to enable these teachers to reach convenient centres in connection with the University Extension movement.

THE report of the Committee of Council on Education on schools for the blind and deaf for the past year, which has just been published as a blue-book, states that the work which is being done for the education of the blind and deaf grows in value and importance. During the year ended August 31st, 1896, the number of certified schools increased from 84 to 91. These schools provide accommodation for 1,476 blind children (268 day scholars and 1,208 boarders), and for 3,004 deaf children (1,699 day scholars and 1,305 boarders). The total grants paid for the year amounted to £15,629 12s. The Queen's Scholarship Examination for blind students, held for the first time in July 1896, is referred to, as also the recognition of the Royal Normal College, Upper Norwood, renamed the Smith Training College, as a training college for blind students who are preparing to become teachers in schools for the blind. A general report by the Rev. T. W. Sharpe, Senior Chief Inspector, follows, covering the year ended March 31st, 1897. He states that the year has been marked by steady progress, and pleads for higher payment of teachers, both for the blind and deaf. The hope is expressed that a recent return called for by the department will produce some result. This return requires each school authority to give the name of every blind and deaf child in its district between the ages of five and sixteen and seven and sixteen respectively. The address of the parent or guardian and the provision made under the statute for the education of the child are also required. In a short time, it is thought, the whole of these children will be carefully provided for. With regard to deaf children, Mr. Sharpe states that the teaching on the oral system in some institutions is very imperfectly carried out, and that oral teaching is in danger of being discredited from the fact that however excellent the school teaching may be, the continued practice of speech outside the schoolroom is either left to chance or so mixed with signs that it receives very little care. Another pressing question affecting the welfare of deaf children is the provision of properly-trained teachers. Some system of pupil-teachership is, among other things, recommended. Extracts from the reports of most of the leading institutions are given, as well as various other appendices.

Educational Notes.

MISS M. L. WARREN, of Detroit, Mich., has prepared a book that should prove very popular with primary teachers. It is entitled "From September to June with Nature," and is adapted to the needs of first and second year pupils. A series of charming sketches in nature studies, beautifully illustrated, and adapted to the varying seasons, makes a book such as every school ought to use. The publishers are D.C. Heath and Co., of Boston.

It is quite refreshing to read about the provision made in Denmark for sending children into the country for a holiday. The system is very simple

and effective. Families living in the city and those in the country exchange children for a time. The city children enjoy the country air, and the peasant children see all the city sights and wonders. The little ones travel alone, their route and destination being pinned on their dress. The railways give them free passes. The bodily recreation and the mental stimulus balance each other. How far the practice is in vogue may be learnt from the fact that Copenhagen sends out 10,000 children in this manner every summer.

THAT many inks used in schools are dangerous has not escaped the attention of practical teachers. The causes have been investigated by Professor Marpmann in his bacteriological laboratory at Leipzig. The danger appears not to be chemical, but bacteriological. Of 78 inks investigated, 67 proved to be made with pyrogallie acid. They all contained fungi, bacteria, and micrococci. Some inks were made of an aniline dye called 'nigrosine.' They contained fungi even when taken from a fresh bottle. After standing open for three months, a septic bacillus developed in them, which was capable of killing mice, inoculated with it, in four days. This explains why a puncture with a pen is capable of producing blood poisoning.

THE Norwegian School Law, passed last year, promises to make a profound impression upon the physical, social, and intellectual future of Norway. Norway has taken some bold steps in advance of the rest of the civilised world. To reduce the burden on its youth, it has summarily abolished the teaching of dead languages, even in the high schools. An even more drastic reform is the abolition of the distinction of schools of the upper and lower classes. For the first five years of their life, all Norwegian children are now brought up in the primary school—then the paths divide. The primary school continues for another two years, whereas the middle-class school goes on for four years. Some important provisions are made for physical training. Manual instruction and bodily exercises occupy six hours of every week. No lesson lasts more than 45 minutes. A medical expert must have a seat on every school committee. The regulations also cover the much-debated right of corporal punishment. Pupils of the higher schools, and girls, must not be subjected to personal chastisement in any form.

THE TEACHING OF ARITHMETIC.—The teacher should keep in mind the fact that "number is an exact mode of limiting single things, lines, areas, volume, bulk, force, weight, time, and commercial values by units or exact standards," and should present conditions making it necessary for the child to exercise his judgment in these directions. When dealing with an object, the child's estimate of its length, area, volume, bulk, &c., should first be obtained, after which the exact measurement may be

given. The value of such exercises cannot be too much emphasised. A number should be so presented—that is, when applying it the teacher should so use it to enhance the work in hand that a child will necessarily see it (a) divided into a number of equal numbers (division); (b) into a number of equal parts, to find the number in one part (partition); (c) into any two numbers, one of which is to be known (subtraction); (d) also to see any number of numbers that united will equal it (addition); (e) the equal numbers that united will equal it (multiplication). Have it compared with any number greater or less than itself. "The more the mind is exercised in numbering, the less drill is necessary." The metric system of weights and measures should be taught with the old method as often as possible, in the grades, but independently, i.e., the metre as a metre, and the yard as a yard, each as a unit by itself.

Embrace the opportunities that are constantly presenting themselves, which make the child feel the necessity for number. When any opportunities occur that require a process unknown to the child, stop right then and there to teach the process, and do it so thoroughly as to fix it for all time. For example, some question may arise that will require the finding of the difference between 248 and 1994. A child does not know how to proceed to get this difference. Nothing remains for the teacher, then, but to present conditions that will make it possible for the child to discover how to proceed. No matter what the subject may have been, it is to give place to the number, until the process has been thoroughly mastered.

In percentage, discard all superfluous terms, rules, formulas, and sub-divisions. The first lessons in each subject must be oral and from the stand-point of the child. Use the different modes of expression whenever it is possible to do so. The using of one will frequently suggest the using of another. In all the grades the comparison of numbers should be a feature of the work. The part one number is or equals of another; the percentage one number is or equals of another; the ratio of one number to another. Both the teacher and the pupil are thus made to see the truth from all sides, to turn it over, to reproduce it in more than one shape, and to see it in more than one aspect. In each subject, i.e., lines, area, volume, bulk, weight, time, and values—lead the pupils to discover that they are repeating given units; in lines, a linear unit; in area, a square unit; in volume, a cubic unit, &c.—"The School Journal" (New York and Chicago).

IMAGINATION IN ARITHMETIC.—Imagining, as the word is used in this paper, is producing in consciousness pictures of absent objects that have at some time been present to sense. Imagination is such rearrangement of these pictures as will give that which is new to the mind in which they exist.

Arithmetic deals with the relations of magnitudes. Most of the magnitudes considered by the student

are, from necessity, ideal. Therefore, the pupil must be early led to image magnitude. Moreover, of the many ideal magnitudes considered by the student of arithmetic, few are images; the many are the products of what Dr. Dewey has called the mechanical imagination. Hence, imaginative activity is a *sine qua non* to progress beyond the simplest beginnings of arithmetical effort.

To employ the pupil for a long time exclusively in the comparison of sense-magnitudes, or of the images of sense-magnitudes when the principal part of his work as a student and as a practical mathematician must be in the comparison of imaginative magnitudes is, to say the least, misdirected effort. Comparison of sense-magnitudes there must be. Comparison of images of sense-magnitudes must quickly follow, and should receive vigorous attention. Comparison of imaginative magnitudes should not be long delayed.

The mere observation and comparison of objects of sense will not give skill in building with images. It will only furnish the "material." Multiplying the variety of objects of sense is not so important as the preparation for higher mathematical work as is the imaging of those easily provided and the construction of imaginative variety.

Blind children excel in mathematics. They excel, because in the very beginning of their work, their blindness forces them to do exactly what every teacher should require of every pupil in this branch of study, viz., to image magnitude and to build with images. The sense-magnitudes with which they are familiar are few and of small variety; and but little time is devoted to their manipulation. Yet they are able to bring into consciousness every imaginative magnitude necessary to a high degree of proficiency in arithmetic, algebra, and geometry. The lesson that comes out of this is that the normal pupil suffers not so much from lack of sufficient contemplation of the relations of sense-magnitudes as he does from want of more attention to the accurate imaging of magnitudes and the exercise of his power of mechanical imagination in the creation of imaginative magnitudes.

The difficulty with the ordinary pupil is not so much inability to see relation as it is lack of skill in creating the magnitudes whose relations are to be considered. The mistake in the arithmetic classes of the schools of to-day is the constant demand that the child shall see and express relations of magnitudes when he has in mind nothing but the symbols of magnitudes. He is expected to express relation when he does not see relation; and to see relation when he does not see the magnitudes related. The remedy lies not so much in sense-magnitudes—these can find no place in consciousness—but in the cultivation of the power to image sense-magnitudes and to create imaginative magnitudes.—*"The School Journal" (New York and Chicago).*

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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.

Indian candidates for the Indian Civil Service do not show to such advantage this year as in 1896. In that year six of the successful candidates were Indians, while this year, of the sixty-six

candidates who passed, three only are natives of this country, viz., Pestonjee Sorabjee Patuck, Joseph Vas, and Juanendra Nath Roy. The majority of the successful candidates were men from the older English Universities, and of this majority by far the greater number came from Oxford. The virtual collapse of the Indian candidates cannot but have a discouraging effect on even the very few who have the means to proceed to England to prepare for the examination. We believe that the remedy for the great disproportion between the number of successful English and Indian candidates may be found by laying a sure foundation for the examination in this country. In the January issue of the *Educational Review*, we showed that competent authorities believed that the course of education in India could be made to fit on to the course pursued in England. The Commissioners of the Indian Civil Service have purposely adapted the examination to the curriculum of the older Universities, especially Oxford. Our Indian Universities might devise special honour courses, not necessarily

specially adapted to the Indian Civil Service Examination, but of a sufficiently high standard to afford a guarantee, more or less, of success in the Indian Civil Service. We have urged, again and again, the necessity for creating such honour courses in this country. They would be valued for themselves and would place a hall-mark on students who had gone through them successfully, and would go far to remove the stigma now resting upon higher education in this country. The more efficient and specialised, too, these optional courses were to become, the shorter would be the necessary period to be passed in England for the purpose of final preparation for the Indian Civil Service Examination.

His Excellency the Governor of Madras, while on his recent visit to the Ernakulam College, let fall some words which have caused consternation or gratification, according as those who have read them have been supporters or opponents of the system of education in vogue in this country. His words were—

"In my humble opinion education in the Madras Presidency has perhaps gone a little too fast and has been a little too radical. I should personally have preferred, if I had had the starting of the educational system in this country, to have built upon what already existed rather than have destroyed it and have begun on new foundations. I should have preferred to expand and improve the Eastern ideas, and not to substitute for them in their entirety our own Western ideas. I should have preferred to improve and brighten the old lamps rather than exchange them for entirely new ones. But I fear what has been done cannot be undone, and we must make the best of our present situation."

There is much food here for reflection, or rather we should say for contention; for it is not quite clear what His Excellency meant

by saying that education has gone a little too fast and that it has been a little too radical. Having committed himself so far, however, Sir Arthur Havelock will be performing a public service if he takes the earliest opportunity to attach a definite meaning to his words. As it is, his words seem to imply that he has taken up an attitude of antagonism towards the system of education in this country. But as His Excellency remarked, "what has been done cannot be undone and we must make the best of our situation." And, in our opinion, the most effectual way of making the best of our situation is to make the present system more efficient and thorough, or as Sir Arthur Havelock would regretfully say, "more radical." India has been trained on the lines of Western education during the last fifty years, but if she is to materially benefit from such a system, she must considerably raise the tone of higher education, develop technical education, and disseminate primary instruction, subjects on which we have discoursed on all occasions. In the struggle for existence with the civilised nations of the West, India must fight with modern weapons. That has been the secret of the wonderful success of another Asiatic people—the Japanese,—a people whom Sir Arthur Havelock should bear in mind when he next reverts to the system of education in India.

A few weeks back a considerable fluttering in the educational dovecot of India was caused by the appearance of a telegraphic communication from Reuter announcing that an article had appeared in the (London) *Times* condemning the system of teaching history in Indian schools and colleges. The article was presumably written in

connection with the lamentable incident at Poona. The telegram ran as follows:—

The (London) *Times*, in an article on Indian affairs, condemns the system of teaching history in Indian aided schools and colleges, and especially deplores the political consequences of the idea inculcated of a former united and prosperous India. The article adds:—"We are now eating the bitter fruits of our own teaching, and shall reap hereafter a larger and more acrid harvest."—*Reuter*, Oct. 12th.

The article itself, which has just been received in India, justifies the summary given by Reuter. The writer, who can be none other than Sir William Hunter, himself an Indian historian, quotes from a speech made by the unfortunate Professor Gokhale, "We (that is the Indians) were the first to emerge from barbarism; and my nation was not only great, but was the greatest of all on the face of the earth, long before anyone had heard of the older States of the West." Sir William Hunter is altogether opposed to this conception of a past greatness and a past unity of the Hindus. We should have thought that Sir William Hunter would have been among the first to acknowledge that this conception of a past greatness is essentially correct, whatever may be said of the implied notion that the Hindus ever formed a single nation. There is not a particle of historical evidence to support this latter idea; but there is abundance of evidence to prove that the Hindus have a past which may be truly called great and to which they may look back with pardonable pride. As our readers are aware, there is ample evidence of such a past to be found, not only in Native works, but in the writings of Englishmen themselves. Mr. M. Macmillan, B.A. (Oxon), Professor at the Elphinstone College, in his *School History of India*, writes: "From a consideration of all the brilliant results they

(the ancient Hindus) achieved, so many centuries ago in almost every branch of literature and science, except history, it is clear that for several centuries they held the proud position of intellectual supremacy in the civilised world." But we will convict Sir William out of his own mouth. In his *Brief History of the Indian Peoples* he makes many allusions to the past greatness of the ancient Hindus. "In philosophy the Brahmins were far before the Greeks or Romans, or indeed any European nation down to the present century." Similar favourable comments are made by Sir William Hunter on the ancient Brahmin literature, astronomy, medicine, music, in all of which subjects he acknowledges the indebtedness of the West to India.

The whole article contains so many sweeping charges and statements based on half-truths, that it will add nothing to Sir William Hunter's reputation as an authority on Indian matters, even if it does not considerably detract from that reputation. He has cast a most unmerited slur upon a class of professors, when he says in so many words that they shrink from telling the Indian student the plain facts of his country's past. This is a most unwarrantable charge, and one which we think Sir William would not have made in his calmer moments against a body including as it does many upright English and Indian Graduates. The article contains so many disputable points that it requires to be dealt with at length. It seems to have been written under the influence of the panic caused by the outrage at Poona. And, if so, this will account for the animus which is displayed throughout the article. We may, on a future occasion, refer at length to the whole subject.

At the annual prize giving at St. Thomas's College, Colombo, held last month, the Rev. W. A. Buck, the new Warden of the College, made his first public appearance in that capacity. He delivered his report extempore, a practice we should not like to see universally adopted. The Rev. Warden prefaced his remarks by saying that he hoped to be able, not only to give his audience statistics and figures about St. Thomas's, but a few impressions which had struck him as a stranger coming from England to a school in Ceylon—

No one must think him unkind when he said from a sense of responsibility that he had been startled again and again at the untruthfulness which seemed so common in Ceylon. He said it with pain and to a certain extent with a feeling of shame, but without any hesitation whatever, and he knew that there were many there who could endorse most fully what he said. He had heard merchants in the Fort, leading Civil Servants and men of every description bewail the same fact over and over again, and for himself he felt that the school which turned out honest, straightforward, manly men deserved more of its country than perhaps the school which might clear the whole board as far as scholarships went. Other weak spots in Ceylon boys which had struck him as an English public schoolman was that the boys were far too ready to give way to little pains and ills. They wanted what was regarded as the definite British quality—pluck, and they did tell such terrible tales. He had frequently to remind them that theirs was not a girls' school but a boys'. Boys with streaming eyes came to him with "please, Sir, somebody hit me!" He felt inclined to say: "Go and tell him to hit you again."

We are not in a position to say whether the Warden's assertions are well based or not, though we must say that we fail to see what benefit will result from his publicly proclaiming the delinquencies of his scholars. But we do see that his sweeping statements made in the presence of the élite of Colombo and in

the presence of the boys and their parents must have filled the latter with shame and indignation. By all means let the boys be rebuked in the school for their lack of manly qualities, although an experienced educationist would hesitate to make such statements even in the school-room. He would rely more upon private admonition, force of example, and an appearance of implicit confidence until positive proof was forthcoming that that confidence was misplaced, and then he would deal with that particular case on its own merits without attaching so grave a charge as that of untruthfulness to the whole body of scholars.

Under the high-sounding title of "The Latest International" in the September issue of the *Contemporary Review*, Mr.

W. T. Stead draws attention to a correspondence scheme which contains within it the possibilities of educational and international benefits. The originators and supporters of the scheme have met with so much success that they see the possibility "of covering Europe with a net-work of friendly correspondence." The idea originated with M. Levrette, Professor of the Lycée, at Chartres. He started a Correspondence Club for French and English boys. His plan was simply this. Each scholar was given the address of an English school-boy to whom he wrote a letter in French, asking for a reply in English within a week. Then the French boy wrote an English letter which was corrected and returned by the English boy with a letter in French. This latter the French boy returned corrected so that each boy wrote two letters per month alternately in French and English. The idea was taken up by M. Meille, another

Englishman who was married to an English lady. This fact suggested the extension of the scheme to English and French school-girls, and it made the suggestion a success." The young correspondents are interested in writing to an unknown person, and the task of writing in a foreign language becomes a labour of love. Altogether there are in France one thousand five hundred such correspondents, one thousand boys and five hundred girls, corresponding with an equal number in the British Isles. The idea has spread to Germany, Italy, Scandinavia, Russia and Roumania. In Switzerland the idea is taken up, not only for its educational advantages, but for Federal purposes, so that the French, German and Italian speaking Swiss may be brought into closer union. In Belgium the scheme is used for the same purpose between pupils in French and in the Walloon schools. No wonder M. Mielle sees in the scheme a new international brotherhood.

Mr. William Tallack, of the Howard Association, has been writing Education and Crime. to the *London Times* with the object of drawing attention to the great decrease of crime in late years as the result mainly of the Elementary Education Act. He writes with a view to the forthcoming London School Board election, and it is plain that his object in so doing is to impress on the electors the importance of moral and religious training. As the result of the unhappy squabble with respect to the quantity and quality of definite religious teaching which shall be given in Board Schools, it may just happen that a policy of pure secularism will be initiated. We trust, however, that a way out of the difficulty may yet appear.

With regard to the connection between education and crime, we must be careful how far we trust to statistics as evidence of decrease of crime. As we pointed out some time ago, statistics on the Continent have been used to prove that crime has gone hand in hand with the increase of education. Professor Mahaffy, in an address to the students of Mason College, Birmingham, said—"It was only to rare and exceptional men and women that knowledge was virtue and vice ignorance. Education would teach one hundred men to evade the consequences of vice for one whom it would persuade to abandon vice, and if it did make crimes of violence appear disgusting and so discourage them, it might make crimes of subtlety even more attractive than they were." It is easy enough for Prof. Mahaffy to say this when confronted with figures which show a positive decline in the number of crimes known to the law. For our own part, we do not take this pessimistic view of the effects of education, especially if the latter includes, as it should, moral and religious instruction.

We learn with regret that Mr. Henry George, the author of a once famous book, "Progress and Poverty," has good prospects of becoming the successful candidate for the Mayoralty of New York. He is opposed by Mr. Seth Low, Principal of the Columbia College, an educationist, who is the chosen candidate of the Citizens' Union. The profession of education in the United States is more honoured than in some other countries, though even in America it too often proves the stepping-stone to a more ambitious or lucrative career. No better proof of the respect paid to educational officers can be adduced.

ed than the fact that the Citizens' Union have chosen an educationist as a candidate of a city which for wealth and population follows close upon London. It is not our concern how Mr. Seth Low intends to perform the onerous duties of Mayor (should he be successful) together with an efficient discharge of his duties as Principal. But we do most sincerely trust his candidature may be successful if only for the sake of excluding from office a man holding such pernicious economic views as does Mr. Henry George. It would be nothing short of a national calamity if Mr. Henry George, with his possibilities for mischief, were elected Mayor of New York.

Since writing the above, two telegraphic messages from America have been received in the same week, one announcing the sudden death of Mr. Henry George from apoplexy, the other that Judge Vanwyck, who represents the Tammany interest, has been elected Mayor of New York by a large majority. The rejection of Mr. Low was as expected as the death of Mr. Henry George was unexpected.

Most people who take an interest in elementary education in England will share with Lord Londonderry his regret that circumstances compel him to resign the chairmanship of the London School Board. He has made himself extremely popular with the members, and his two annual statements prove him to have the ability and the sympathy necessary for the work. In his recent address to the London School Board, on its reassembly after its summer vacation, he reviewed the progress of elementary education during the sixty years of the Queen-Empress' reign. His contrast between the private adventure and dame schools at the beginning of the reign with the palatial and perfectly equipped

schools of the present day was most effective. He showed the good work done by voluntary efforts, which efforts still bear evidence of persistence and vitality. We can only hope that the London School Board will be as fortunate in his successor as they undoubtedly were in their choice of Lord Londonderry as Chairman of the Board.

We should like to draw attention to the series of articles on the Teaching of Geography which Mr. Wedderspoon, an experienced educational officer, is contributing to the *Educational Review*. We have no hesitation in saying that Geography and History are two of the worst taught subjects in India. As regards Geography this is a subject which is almost always made an exercise of memory, the fault lying in the fact that it is taught from the book and not from the map. Pupils have most erroneous ideas of a map and do not see that the map is but a plan on a very small scale. Mr. Wedderspoon is right in insisting on the necessity of beginning the study of Geography with plan-drawing. This, of course, implies that the blackboard should be in constant requisition. It is absolutely necessary that in those cases where the map employed does not show the country to advantage an outline should be roughly sketched on the blackboard on a much larger scale. Yet how rarely do we see find this done by teachers.

SHAKESPEARE AS A MORAL TEACHER.

Although Shakespeare's claim to be placed in highest rank of the world's artists is one that few men will venture to dispute, yet strange to say, the chief feature on which this claim is based is one that the ordinary reader

is apt to overlook altogether, or, at any rate, to treat with neglect. Shakespeare as a dramatist, and Shakespeare as a poet, have been the themes of commentators without end; their name is, indeed, legion. But dramatic and poetic excellence would not have made Shakespeare what he is. A work of art must do more than gratify our æsthetic and intellectual emotions; it must influence us as well. It must be able not only to make us enjoy, but to make us feel that we are under the spell of some power which, working in our minds, is revealing some of those higher mysteries which reason cannot reach, lifting, if only for a moment, that curtain which the logic of philosophy has ever failed and ever will fail to penetrate, and showing us, if not truth itself, something which comes closer to it than anything we have seen before. Matthew Arnold says that poetry is that in which a man "comes nearest to being able to utter truth." It will not be a great exaggeration to say that Shakespeare came nearer to 'uttering truth' than any other poet. It is this, and the intensity and universality of his power to influence that have given to Shakespeare's works an ethical value greater than we find in the writings of any other man. And yet, amongst English commentators, there are almost none who have viewed the man and his works from an ethical stand-point. Germany is the only country that has done real justice to Shakespeare. And though English writers are beginning to follow in the steps of such men as Gervinus and Goethe, it always has been, and still is the fashion with the average student to ignore the moral point of view, while unending labour is devoted to questions of the text, philology, authenticity, and the like, questions which, however interesting they may be in themselves, help little towards a right understand-

ing of the spirit and object with which the works were written. We do not seem to realize very often that Shakespeare had any particular object in writing his plays; and because we find in them nothing that resembles direct teaching, we are apt to think there is nothing to learn. But Shakespeare was such a complete artist that he is always teaching us, though he never seems to be. And so subtly is this teaching woven into his works that, if our study is at all superficial, we shall probably miss it altogether.

How, then, is it that we recognize in Shakespeare one of the greatest moral teachers the world had ever produced? It is not that he points to a higher moral standard than other teachers. Most philosophers and moralists, if we compare the conclusions they severally arrive at with regard to the laws that should guide the human race, will be found to be practically at one. There is, indeed, such a "suspicious harmony," as Balfour calls it, among them, that we are tempted to think that they have "squared their proofs to their conclusions, and not their conclusions to their proofs." And yet we find that, in spite of this unanimity, each one's influence is restricted to a comparatively small sphere. Not one of them does more than lead a sect. His conclusions probably appeal to most men, but a very small minority will accept him as their master. Such men as these have appeared on the world's stage from the very beginning, as it were, of the first act, and such will, doubtless, continue to appear till the curtain falls at the end. But every now and then, not once in an age, not once in a hundred years, hardly once in an æon, appears an actor who is, amongst these men, like a giant amongst dwarfs. Three or four men, historians tell us, are fit to be placed in the first rank of military generals;

three or four men may perhaps be placed in the first rank of generals fit to lead mankind in the campaign of life. We recognise Shakespeare as one of these, and for this reason, he appeals not to a sect, but to the whole human race. And the reason for this, and one of the chief secrets of his greatness is, that the truths he brings home to us are based, not on creeds, or dogmas, or logic, but on something which is common to all men—human nature. He propounds no system of philosophy, he asks us to subscribe to no theological beliefs, he requires us to take nothing for granted. Materialism, idealism, intuitionism, utilitarianism, and all the other 'isms' with which unlucky man is surrounded, are not the things to which Shakespeare asks our attention. How much he knew of the great problems of human life we can never find out. But we cannot doubt that a man who proved nature as he did, must have seen them with a far clearer sight than other men have seen them. If the known part of Shakespeare's mind is so great, what may not the unknown part have been?

Others abide our question. Thou art free.

We ask, and ask—Thou smilest and art still,
Out-topping knowledge.

It is for light on our actual daily life that we turn to Shakespeare. Mankind striving and struggling on this earth was what he studied; not why there is a striving humanity, or what the final destiny of this humanity may be in another world; and if his study led him to a knowledge of these vaster questions deeper than we possess, this deeper knowledge was never his end.

The essentially practical nature of Shakespeare's philosophy brings with it another enormous advantage. An ordinary intelligence can understand him. The vocabularies of most philosophers are alone sufficient to

place their works beyond the reach of the multitude. In a modern philosophy school, half one's time is taken up in trying to find out the different shades of meaning which different writers attach to the same term. But Shakespeare's language is as little sectarian as his teaching. Difficult passages there are in abundance; but his lessons are not to be learnt from single passages. He teaches us by object-lessons; whole plays, and whole characters, are the pictures. We reach the great truths of life, not by searching through the pages of a dictionary, but by just watching human nature developed before us in all its multitudinous forms. We are led to embrace the laws of right and wrong, not by an intricate process of reasoning based on some arbitrary assumption, but by being shown these laws themselves in actual working, by being brought face to face, not with things as this or that man says they ought to be, but as they actually are. Let us take an example. When Mill would convince us that it is better to be a man dissatisfied than a swine satisfied, he endeavours to do so by a process of reasoning, telling us that men, who have tried both, prefer intellectual unhappiness to swinish content. But then we always feel inclined to ask Mill how he knows that these men are *right*. How, too, does he know that they really have tried both? Socrates no doubt despised pigs, but then Socrates never attained to the fulness of pig-life. The subtle and mysterious joys of hogs-wash may be an acquired taste, and if Socrates had cultivated pig-life instead of fighting the Sophists, perhaps the world might have been enriched with an 'apology' on hogs-wash, and Plato might have bequeathed to us his views on a model pig-stye. At any rate this is the frame of mind which Mill's logic is apt to produce. Robert Browning, the

very antipodes of Mill, propounds the same truth:—

Irks care the crop-full bird?

Frets doubt the maw-crammed beast?

The present century has seen few greater philosophers than Robert Browning, and there are few writers whose works are based on more sympathetic views. Yet there are men to whom even he does not appeal—

God's in his heaven—

All's right with the world!

may be all very well, they say, for Robert Browning, but it does not satisfy us. We turn to Shakespeare, and the same truth confronts us; not as the result of a process of reasoning, not depending on our acceptance of an 'authority.' Shakespeare does for humanity what a great painter does for nature. He does not merely copy it, but he makes it speak to us, and we feel that its voice is true. We never feel inclined to say to him 'how do you know?' We cannot read him and doubt whether it is better to be a Hamlet than a Falstaff. We see that it is so. He makes us say, as he made Carlyle say, "that is true, spoken once and forever; wheresoever and whensoever there is an open human soul, that will be recognised as true!" If a man is to be convinced of anything by a process of reasoning, the process must be perfect and there must be nothing but reasoning. But however skilfully we try to base right and wrong on mere logic, we must eventually reach a point where the fatal question 'why?' has to be asked, and no answer is forthcoming. Moral philosophers are much more persevering people than mathematicians. Mathematicians have given up trying to square the circle. Where logic fails, art succeeds. We see in Shakespeare the eternal laws of right and wrong written in characters that cannot be

effaced; and if he cannot make us say, with Browning—

God's in his heaven—

All's right with the world!

he can at least convince us that

It's wiser being good than bad;

It's safer being meek than fierce;

It's fitter being sane than mad.

We recognise Shakespeare, then, as a great moral teacher because he appeals to all men. No matter what a man's own stand-point may be; Theist or Atheist, Hindu or Mahometan, Christian or Jew, he possesses human nature, and so can be taught by Shakespeare, and find no stumbling-block. It is this universality which will make his works immortal, and will make them, as it has made a few others, "a heritage for all countries and all time." "Shakespeare's world, Homer's world, Dante's world, Goethe's world," says a modern philosopher, "all these have certain individual differences as they stand; yet they are not entirely external to each other; they continually intersect and overlap, and he who appreciates any one of them is well on the way towards the appreciation of all. The nature to which they hold up the mirror—the great world which each reproduces within him—is the same for every one."*

But Shakespeare's claim to be a great moral teacher rests not only on the range of his influence, but on the nature of that influence itself. Not that, as we said above, a higher morality is to be learned from him than from other philosophers, but that his influence comes with greater force and truth to mankind than that of others does to their sect; it is not only universal, but deep and intense. This is due to the fact that we feel when we read Shakespeare that we are in the hands of a consummate master of human nature. 'A

* Mackenzie: Introduction to Social Philosophy, page 202.

consummate master of human nature; the phrase is stereotyped, and like most stereotyped phrases, while generally accepted, it is generally neglected. Shakespeare did what few men who have taken upon themselves to prescribe for mankind have done, namely, studied human nature personally, on the spot. He spent his life in the hospitals of human nature, and thoroughly diagnosed every case, and became familiar with its symptoms and the treatment it required. The result is that he has given us not only a great variety of characters, but each one is complete of its kind; a perfect whole is put before; the good is never allowed to hide the evil, nor is the evil allowed to shut out the good. No characters are absolutely perfect, few are entirely vile. Where smaller men would see nothing but evil, Shakespeare shows us the 'soul of good' that underlies it. This completeness of characterisation is to be found in his portraits of good as well as of bad people; and if it is more striking in the latter than in the former, this is probably due to the fact that we are most of us not in the habit of looking for good qualities in people whom we condemn as wicked, and hence those narrow-minded criticisms which charge Shakespeare with looking leniently on evil, or with making it attractive. The absurdity of such a charge as this is self-evident. He never makes evil anything but hideous, though he does often show us that evil men are not wholly vile; indeed paradoxical as it may sound, he often exhibits in his bad natures a greater moral force than in his nobler ones. Let us compare, for a moment, Richard III with Hamlet, and we shall understand this better. Hamlet was an essentially noble-natured man; a man who, had his lot fallen to him on fairer ground, might have been as fine a type of manhood as any character Shakespeare has portrayed. Richard, on the other hand, was a man in whom every noble instinct was dead, a man

dominated by an absolutely evil mind. And yet this man accomplished his villainies by means of that very moral force for want of which the other accomplished nothing. 'I am determined to prove a villain,' says Richard, and the words are the key to his whole life. 'To be, or not to be,' soliloquizes Hamlet, and we see the whole reason of his failure.

An interesting article appeared not very long ago in the *Madras Mail*, on the poet Ibsen; and while the writer of course admitted the vast superiority of Shakespeare, he, nevertheless, appeared to think it a point in favour of the modern dramatist, that while his bad characters inspire nothing but contempt, Shakespeare's always compel a certain amount of admiration; and he suggested that this admiration is due to the fact that these bad characters speak in the melodious, high sounding language of the poet and not as villains generally talk; an obviously erroneous suggestion, and one which, if true, would apply equally to any character good or bad. That Shakespeare's bad characters often do, as in the case of Richard, compel our admiration as well as our contempt is, of course, quite true; but this, so far from telling against him in favour of Ibsen, is just the very point which brings out the difference between a man like Ibsen* and one whose knowledge of human life was complete. Shakespeare did what Ibsen (if the above criticism of that poet is sound) failed to do. He recognised the fact that few men are absolutely contemptible, that there are few men in whom there is not the smallest spark of morality, and that if this spark, however faint, is hidden, the portrait is not a faithful one. And more, he recognised that a man cannot be a complete villain without some morality in him, and the fact his acts are villainous in no way robs him of the moral force by means of which he

* The present writer does not pretend to be an authority on Ibsen, but the justice or injustice of this criticism of him does not affect the argument with regard to Shakespeare.

accomplishes those acts. Shakespeare might have written these words of Browning—

Power is power, my boy, and still
Marks a man,—God's gift magnific, exercises for
good or ill.

Again, what we admire in Shylock, for example, is the man's tenacity of purpose, his unswerving and dogged determination to have his pound of flesh, even though all Christendom should try to take it from him. And with Richard, Edmund, and Iago, it is their moral force that compels our admiration—not, surely, the fact that they talk in iambic pentameters. The absolutely contemptible person is not such as these, but the man who cannot do anything, who has not enough morality to make even a decent villain of himself. The man who has a record like Tomlinson of Berkley Square, for example;

'Nay, this I ha' heard,' quo' Tomlinson, 'and this was noised abroad,
'And this I ha' got from a Belgian book on the word of a dead French lord.'

Even the devil cannot stand a man like that, he is not worth 'good pit-coal.'

'Ye ha' heard, ye ha' read, ye ha' got, good lack;
and the tale begins afresh—
'Have ye sinned one sin for the pride o' the eye or the sinful lust of the flesh?'

Again, it is not true to say that Shakespeare's bad characters never inspire complete contempt, because some of them do. Is there a redeeming point in the character of King John? We admire the moral force of a Richard or an Iago. But with John it is different. He is not a villain, he is only vile, and no iambic pentameters, however eloquent, can make him seem anything but vile. Among the poet's women too, can any creature more contemptible than Regan be conceived? She has not even the reckless abandonment to vice which has given, even to a she-devil like Goneril, a certain force of character. If such natures are few and far between in the poet's works, and only occupy subordinate places when they do appear, it is because they are few and far between in the

real world, and they cannot, from their very nature, play an important part in anything.

Lastly, if it is true that Shakespeare's bad characters are seldom wholly vile, it is equally true that his ideal characters are never lifted out of the sphere of humanity; they may come very near to perfection, but they are always human. Kent and Edgar, Imogen and Cordelia, in their almost faultless nobility and purity, are always men and women to us; we feel that their every action is human, and possible. We may search through literature and find more spotless characters,—characters of whom we can truly say—

'God made thee good as thou art beautiful.'

But when we think of these Sir Galahads, they do not appear to us as men who have had to strive against the old Adam. They are like the pictures of saints and angels painted on a Cathedral window, very wonderful and very glorious, but not of our world, not for us to imitate. There are no Sir Galahads on Shakespeare's stage. His heroes and heroines are real to us, not because they cannot do wrong, but because they will do right. They are men and women like ourselves, striving against and overcoming evil; and we feel that what one human being has achieved, another can at least strive to achieve. Perhaps what brings their humanity home to us more than anything else is the fact that they suffer. To Sir Galahad, in his sin-proof armour, the way of virtue is the easy way, the way that requires no effort; but to Shakespeare's heroes it is the way of sorrow, and strife, and, perhaps, death. Each noble act is a victory, and each victory is—

The divine instance of self-sacrifice

That never ends and aye begins for man.

And so we come back to the proposition we set out with. It is better to bear sorrow and to be acquainted with grief, than to live for the joys of a brute; but, for the proof, let us study Kent and Cordelia, and not the reasoning of Mill.

THE TEACHING OF GEOGRAPHY.

I.

There is probably no subject in the common school which receives so little real teaching as geography. What is commonly called geography consists in a knowledge of names which have been learnt in a parrot-like fashion, without any attempt to fit them into a general frame-work or to invest them with any real meaning. To this is often added an ability to point out on the map. This is, I confidently assert, what geography means for a very large number of our schools. This kind of teaching is all the more to be regretted because geography is probably the most interesting subject in the ordinary school curriculum, at any rate in the lower classes. It is essentially a realistic subject, one which appeals to general observation, and one which lends itself to variety in treatment.

The method of teaching geography might be worked out from first principles, but I shall content myself with merely indicating the rules which it seems necessary to follow.

Taking for granted, then, that the well-known educational maxim 'from the known to the unknown' must be followed, how are we to apply it in regard to geography? The answer is contained by implication in one sentence: *geography is primarily a science of observation*. The child has the materials for learning it all around him. He is familiar with the face of nature as exemplified in his own little world, from everyday experience: all that is necessary is that his ideas, now latent, should be drawn out and systematized by the teacher. He can tell you, probably in halting language, about the river he lives near, though he probably could not tell you about a river in general. He might even be

able to describe in his own way the characteristics of the hills he sees, although a definition of a hill in the abstract would be utterly beyond him. All this suggests that we ought to introduce the child to the subject which we are now discussing, by appealing to the physical features which he sees every day. From them we shall probably be able to get examples of most of the more common geographical terms. Geography, then, like many other things, begins at home. It may be urged that it would be better to begin with the whole world and subdivide it into continents and oceans; dividing these again into their parts, and so on. But this method has, to our mind, an insuperable objection. It implies that the child is able to realize what is meant by such a vast conception as the world. We know that he is not: and all that we say about it must be accepted by him on trust. The method of beginning with his village does not lie open to any such objection. The child understands it because the things themselves are familiar. We shall therefore premise that the first ideas of geography are to be taught by induction from the child's surroundings. I would point out here that Professor Bain notes specially that in eastern countries where soil is, in general, flat, it is difficult to get adequate notions of geographical definitions. This is no doubt true, but we must use the materials at hand, supplementing them as best we can. Geographical definitions, in themselves, are not difficult, and pictures and models will always help us. We once heard of a boy living in a moorland country who had never seen a tree: and to give him any idea of its appearance was a matter of great difficulty. Pictures did only a little towards giving him a conception of it: but, then, we must remember that a tree is a much more

complex thing than any ordinary geographical definition. The best way to illustrate such definitions is to have models of them in sand or clay. This method should never be omitted even when the surroundings of the village itself supply examples. The best method of making these models will be dealt with later on; but meantime let it suffice to say that where models of this kind are in use, the interest of the class in its work is unbounded. This is because the children make models for themselves, or see the teacher do it under their eyes. Every teacher of young children knows that if he wishes to interest a child in any work that may be going on, the best way is to let the child do the work himself. If he cannot do it all, at least let him help. Even children in the kindergarten classes can understand geographical definitions through the model without difficulty. They ought not to be required to define them; it ought to be considered sufficient that they can recognize them on the model, or in the country round them.

When the main features are known the question arises as to how the children are to locate them on the map. This brings us to the method of teaching the meaning of a map. Here, again, we ought to consider to what extent a child has any idea of a map. A map, as such, he knows nothing of: but the elements of map-construction he certainly does know. In India very young children are well acquainted with the cardinal points: in this respect they are ahead of their European confrères. This knowledge they gain by speaking of one house in the village being east or west of another, and so on. Evidently, then, our first ideas of a map can be gained from a map or plan of the village. But we have still to get from the child an idea of a map or

plan *per se*. Even the village is a little too large to begin with. The child, although familiar with individual houses, is not familiar with them taken as a whole. Therefore we must not take for granted that he can. We must get to something simpler. A village map is too complex. Let us take an individual house, and the house which all of them know best is the school. We have now simplified matters considerably. Our idea of a map or plan is to be derived from the school-house. But what does a plan imply? It implies that we place ourselves in thought above the object of which we wish to draw the plan, and that we then draw what we actually see. Observe that we use the phrase *in thought* advisedly. The child cannot be transported above the school-house to look down upon it and draw what he actually sees. Therefore, if he is to draw a plan of the school-house, it will be by using his imagination. You will see, at once, that we are not warranted, at this stage, in calling upon him for any such effort. We have, therefore, not simplified our task enough. We must get nearer to the child than the school-house. Let us take a common object, such as a book, a watch, a slate. From these we get our first ideas of a plan, and, therefore, of a map.

II.

Taking a book or a slate we lay it on the floor. The black-board should also be on the floor. The class stands round in a semi-circle, and we invite one or two to come forward, stand over the book or slate, and having made up their minds as to what they see, to draw it on the board. The teacher can easily make their drawings presentable. Repeat this with simple objects until all have had an opportunity of drawing on the board. There is no exercise involved in this but *simple observation*.

The next step should be one degree more difficult. The same objects should be placed on a table so as to make it impossible for the pupils to stand over them. A plan now involves something more than observation. In the case where the same objects are used as before it implies probably a slight exercise of imagination, reasoning and memory. As a step in advance of this new objects should be used and then the exercise becomes one of imagination and reasoning only.

When these stages have been successfully mastered, we may proceed to the plan of the school-house, where we probably reach the first real difficulty. Suppose we desire the child to draw a plan of the interior of the school. He has to transport himself in imagination to some place above the school-room floor. This itself is difficult. Another difficulty is that the multiplicity of objects confuses him. We will suppose that he has managed at last to give a tolerably correct outline of the floor. The teacher ought to reproduce it on the black-board which ought to be still on the floor. When, however, we come to ask him to insert details, all kinds of difficulties will arise. Objects will be placed in wrong positions, and, when drawn in proper position, will probably be sadly out of proportion. But patience and sympathy on the part of the teacher will smooth away all difficulties. It will be well to try to teach some idea of proportion now, because it comes up again in connection with distances on the map. When the pupils have at last managed to make a fairly good plan of the interior of the school, the teacher should show or draw an accurate one. Every school ought to possess, as part of its apparatus, a well-drawn plan of the school-house.

We have now reached the stage at which the word 'map' may be introduced, because

the next step is to draw the plan of the village or of that part of it which is near the school. It is better to begin with that part of which the school forms the centre. At this stage the drawing is rough and should only include the more prominent objects. In drawing this on the black-board, the cardinal points on the sketch should correspond with the reality. As the pupils understand better what the plan means, more details can be introduced, but the actual amount should be determined by the teacher, and he must avoid overcrowding. In drawing this plan, the teacher can simply and informally introduce the idea of proportion, by calling the attention of the class to the fact that one house is twice as far away from the school as another. They will infer at once that on the map the distances will be in the same proportion.

Having reached this stage, the pupils are now in a position, with a little help, to interpret a good map of the village. It should be laid on the floor side by side with the black-board, sketch, and a proper comparison instituted. The children will take the greatest interest in picking out the various places.

It is now time to hang the map up and to explain that this is only done for convenience sake, but that the position of north, south, &c., are not altered. It is important to note this because children are apt to get the idea that north is directly overhead and south directly under their feet. This mistake is especially common where the map has not been, in the early stages, laid on the floor.

I have not alluded to the teaching of the cardinal points, because, as I said in my last article, all children are familiar with them. But should it be found imperative to teach them, it must be done in a realistic way. The child should be made to stand with his right-

hand towards the rising sun. Looking straight in front of him he looks north; directly behind him is south; to his right is east; and to his left west. The rising or setting sun gives us a fixed direction from which to begin.

We may say that we have now given the child the necessary equipment for understanding a map, and we can now introduce him to his first real map. What map shall it be? We prefer to follow the rule that prescribes the child's experience as our guide. We therefore select the map of the district. It may be that the map of the world would not now present any more difficulties in interpretation than a map of the district, but the child is far more likely to appreciate the latter. He probably knows many facts about it, and certainly will recognize from his own experience many names which it contains. Following our old rule, the district map is laid on the floor with the north facing the north. A comparison is drawn between it and the village which lies beside it. The position and size of the village on the district map should be carefully pointed out. The children see that the creek which formed a very prominent object in the village is a very small thing on the district map; and indeed may be so small as not to be marked at all. This will help out and strengthen their ideas of proportion. The exact scale of the map could be taught at this stage, but should probably be deferred till later. The pupils should be shown a clay model in relief of the district side by side with the map. A comparison of these will be most instructive in helping them to interpret for themselves the various signs on the map. When they have sufficiently studied both, the relief-model should be withdrawn, and, with the map before them, the children should construct a model for themselves in loose sand.

We have now come to that stage at which we need hesitate no longer about introducing the Map of the World. It should be a Map of the World in Hemispheres. Before showing the map, we must tell the children that the world is round like an orange. This statement must be taken on trust. We cannot attempt to prove it. Show, by actually dividing an orange and opening it out, how the world comes to be represented as it is on the map in question. The difference between the sea and the land can be taught now if it has not come up before. The pupils will be able to interpret the map in so far as capes, rivers, mountains, &c., are concerned. The continents and oceans, with comparisons, can now be given. If a good model is to be had similarities and contrasts will be more readily seen. The value of comparisons in teaching geography will be considered later on.

Having now taken the world very generally, we may proceed to take up the teaching of a country.

W. G. WEDDERSPOON.

SOCIAL INTIMACY BETWEEN THE EUROPEAN PROFESSORS AND THE STUDENTS AT MADRAS.

Among the many pleasant memories of which student-life at Madras is full, not the least is the happy relationship between professors and students—so full of gentle ways and confident moments. In the later years of hard struggle, no more charming picture comes back vividly to mind than that of college days. It is the genial hour of affectionate regard and dear friendship that brightens the memory of other days.

Such a happy lot falls only to a few, for it is not possible for all students to be at home with their professors. It is not in the nature of things that all students can possess a perfect

sense of humour, faultless dignity and the ability to distinguish easy manners from vulgarity. And what is society worth if it is not enriched by correct taste, vivid humour and a certain not merely fluent talk but also fluent thought? Only a very few students possess these personal accomplishments, and mere good nature and admirable intelligence will never do. It is not, however, intended to imply that a person of volubility is more favoured of fortune. Not at all. A person who speeds away with his tongue is generally sped away with his sense.

The greatest impediment to any kind of general social intercourse, including that under discussion, is the temptation to flaunt the self; to fling into the auditor's ears all the pettiness of personal pride and vanity; to make the listener feel uneasy with a narrative of personal incidents of woe and misery. Not uncommonly the professors are subjected to the indignity of listening to tragic stories transcending the ordinary limits of decency or decorum. And they endure it and offer in the end some wholesome advice. But more often than not, such students are never satisfied with mere advice but go home and talk rubbish about the insolence of Englishmen. I do not wish it to be inferred that every professor should choose his pet and shower upon him his smiles or sympathies. To the veriest dunces he must be accessible that they may benefit in the long, by his active interest and personal influence.

The growth of personal intimacy between professors and students is in proportion to the efficient check upon indulgence in egotism. All reference to self must be merged in the general current of talk and thought. The art of self-forgetfulness is a habit not easy to acquire except by earnest self-control and endeavour. Its value to social intimacy must appear as a sufficient inducement to students to acquire it at any cost. It enhances the value of self-respect in adjusting differences of rank or power.

A common complaint against European professors is a lack in them of effusive feelings. The

students somehow seem to feel that at their approach, the professors assume airs of self-importance and stately decorum. The gushing talk becomes staid and direct. There is neither profusion of sentiment nor guffaws of loud laughter. An Englishman knows best how to account for this change of appearance. And who does not complain of the stolid indifference of Englishmen? Yet are they so? The late Mr. Hamerton has said somewhere in his 'Human Intercourse' that Englishmen generally became icy in their manners whenever they met their countrymen on the Continent, while profuse in their smiles and sympathies with the Continentals. In India, those whom he meets are subjects of his Queen, though of alien races; and how could he be otherwise than wise, freezing and sometimes stolid? An Englishman may feel it rather difficult to explain this phenomena of temperament in him. This applies equally to the Scotchmen and the Irish. The last two forget awhile their clannish instinct of clinging to each other alone and join the English in maintaining a brave front of indifference and cold reserve. But this is mere veneer. It is easily rubbed out and underneath is found the very charm of geniality.

Indian students, like their fellow-countrymen, are of a warm nature, yet shy; and very naturally after the first barriers of natural reserve are overcome, grow effusive and gush and rant and orate. This must not be mistaken by the professors as proceeding from a presumptuous disregard of relative positions. Any man possessing an intense nature collapses at the least sign of chilling demeanour. An Englishman can send a student home with a sense of disgrace burning him by the least demonstration of cold response. I would request all European professors to endure the first flood of talk; their forbearance must lead in the end to very happy results.

It is said, with little reflection, that in the absence of freedom to interdine, there cannot be any deep intimacy between Europeans and Indians. It is said that the most valued friend-

ship of a professor is sacrificed to a stupid observance of caste principles, and if over the teacup friendship cannot be discussed, it is never made. No friendship has been wrecked because one of the parties to it has not agreed to be convivial with the other. Conviviality is a racial temper, it is not a measure of personal esteem. In the vast range of human intercourse, conviviality has never found India as a home of nurture. I am familiar at grand dinners in Indian homes only with silent rows of jaws in motion, now and then articulate but with the crushing of food. Among us a dinner never attains the height of a genial foregathering of beloved friends. But the end of nineteenth century may have surprises in store, and among them conviviality for the Indians.

Despite British arrogance and brusqueness, what is there in British nature that compels the admiration of men unfavourably disposed towards it? It is this. It is their manliness, generosity, self-reliance, self-respect and other virtues of true manhood that extort the love and admiration of men for the British race. There must be somewhere that ideal person in the vast British world; some institution to which we vow allegiance and faith because of these virtues.

But from such strong faith Indians are sometimes rudely disturbed by some whimsical vagaries of a Briton. For example, in ordinary conduct, it is indifferent response to an act of well-bred courtesy, by airing supercilious manners; or smiling rare wisdom, now and then lighted up by gracious airs. It is these airs that are most provoking. Are they part of the British stock? Absence of courtesy discloses absence of esteem. Or, is it impossible to combine esteem with courtesy? The British never take pains to discover esteem among men of India. And even if they do, rarely do they evince it. Semblances of decorous manners cannot cover inward discourtesy. It is personal esteem that makes up for brusque manners and proud airs.

Yet at Madras it is not unusual for European

professors to mingle freely with students, to share their sentiments and thoughts. The intimacy that begins in trifles generally develops into broad benevolent interest. For example, in field games, the whole success in them nowadays is absolutely due to the watchful sympathies of professors. It is cast as a reproach in their teeth that the natives of the soil have long ago exhausted their intellectual substance and that they have no aptitude at present for originality. I, however, know of several instances wherein gifted students having caught the eye of a sympathetic English Professor have had their natural gifts stimulated to fruition. There are many others of distinction, world-renowned as specialists in the sciences of to-day.

It is said that the curriculum of studies prescribed by the Madras University is incompatible with a healthy taste for genuine classical literature. There is a great deal of truth in this. But the calamity of indifferent taste among students for pure literature is averted by the personal advice of many professors; by loan of books; by conversation and occasional exhortation on the importance of possessing a faultless taste for reading; often by an appeal to the aptitudes of a fine intellect. The danger so often spoken of about the dissipation of intellect by light reading is chiefly arrested thus. At the risk of provoking a smile in debating societies, students can be seen quite seriously differing from their professors on matters of general interest or even those pertaining to their class-rooms. The professors with good humour stick to their opinions and try to carry conviction in their argument. To the many anniversaries connected with these associations, the students have added what they call a social gathering, an event very much appreciated, though not on any principle of taste. Music, recitals, theatricals, &c., English and Indian, are poured forth in profusion usually attended with funny results.

It is when the College days are over and 'tints autumnal tinge the mind,' that the social inter-

course between professors and students loses much attraction. In the successive changes of students who pass through College, the professors but vaguely remember those of other days. In the hearts of those old students, now deep engrossed in growing cares and anxieties, only dimly wake the old memories without their brightness. It is right to remember therefore that with changes of fortune, ravages of time should be checked by the old loyal memories. Something like this is the meaning of what is now known as the celebration of "The College Day" so popular at Madras.

R. V. KRISHNASWAMY AIYAR.

RELATION OF TEACHERS TO STUDENTS.

This question, which is now being brought before the minds of the reading public, deserves to be freely ventilated in Educational journals and reviews, especially because the relationship between students and teachers is not what it used to be, because there is a paucity of such model and sympathetic teachers as Messrs. Porter and Thompson, and because in many places there is a talk of disobedience and forwardness becoming greater and greater among the student population. That the relation between teachers and pupils should be friendly and sympathetic, and that the teacher's supervision over the pupil should overstep the narrow bounds of attendance-marking and lecture-room or the class-room, are well-nigh accepted by educationists and the pedagogic world in general. What form this greater interest of the teacher towards the taught should take is a question on which different opinions are given.

A zealous and earnest teacher will try his best to enlist the sympathy of his pupils by putting himself in their position and trying to

know what difficulties they may have, by skillfully questioning them where they may not be expected to understand clearly; and by allowing them to question him on all points of real difficulty. He will encourage free conversation outside the class-room so that their fear of him may be changed into friendliness, that they may go to him whenever they want to learn anything of him which has not been elucidated in the class-room, or which has not been understood by them. He will encourage their meetings, preside over them, hear their essays (which are real attempts towards expression of their thoughts), and give sound and sober advice as to how they should read, as to what books outside the text-book roll will give them more information, and as to how they should behave towards one another and towards their superiors. He will visit them in their homes, see their postures and modes of study, and correct them wherever necessary, keep himself in touch with the members of their families that he may find how the boys study at home, and thus learn many a thing in which he can exercise healthy control over his pupils. (Of course this last cannot be done by an English teacher or professor, but it is meant for a native teacher only).

Some think that it is a mistake to move freely with the pupils, as it tends to make the familiarity between the teachers and the taught so great as to verify the saying 'Familiarity breeds contempt.' Others think that a close and scrutinising superintendence over their manners and habits of study will arouse in the minds of the pupils a kind of ill-feeling towards their teachers, and these will consequently become unpopular. Some think that a free conversation with students outside the class-room will encourage the students to extend the same to the class-room, and the

class-lesson will be disturbed and discipline lost thereby. Others think that the teacher, once he allows the students a certain kind of freedom, will be beset with various questions and put to great annoyance on account of his inability to answer them all.

To all these objections I answer that a judicious teacher can control his students, can regulate his outside conversation and class-room lecture or lesson in such a way that those difficulties complained of may not trouble him in the least. But if the teacher be not up to the mark, and if the governing tact and disciplinary power of the teacher be greatly wanting, no doubt he will have to suffer for his deficiencies; but very probably experience, 'sage preceptress,' will put him in the path sooner or later. With regard to teachers, who manage classes not by real discipline and ability, but awe down their students to silence and make cowards of them by their angry countenances and overwhelming force, I beg to state they make themselves very unpopular, and appear in the eyes of the students like those pial schoolmasters, of whom children in Southern India used to say in contempt in their vernacular 'Nityam nityam unnazava,' meaning, 'am I to be bothered by you every-day.' There is a temperate mean; no doubt, between the two extremes of being over-familiar and of being unfamiliar.

A really able teacher, who has at heart the improvement of the pupil entrusted to his charge, however familiar he may be with his pupils, will not be despised by the students, but on the contrary will be loved by them, will be served by them, and will be taken care of by them.

That native teachers observe a studied reserve towards their students is a fact which

cannot be gainsaid except in the case of a very few; and that it is altogether unwarranted and unnecessary I am quite sure. Even among English teachers in our country, I have seen some taking a lively part in the athletic clubs and debating societies of the students, some trying to enlist their sympathy by holding social meetings in their bungalows where the students freely converse with their professors. Thus the two classes become mutual friends. While this is so, it is a pity that native teachers, who can do a good deal in this direction, very rarely do anything. It behoves every teacher (especially native) to put off the reserve that he shows towards his pupils, to put himself in full sympathy with them, and thus make 'the young plant' shoot forth into a gigantic tree by its free and spontaneous growth.

Recently a teacher was appointed in a college. He was desirous of turning out useful work, and he was moderately capable of it too. There was no 'Reading Room' attached to the college, though there was talk of starting one. Some of the teachers in the college were complaining of the apathy of the students without in the least trying to enlist their sympathy. The new teacher found out why they were apathetic, called up a meeting, addressed the students on the importance of 'Reading Rooms and Debating Societies' in colleges, and waxed so eloquent and impressive on the subject that the students assembled in a body declared that they were for a 'Reading Room.' The next day some of the students joined, the 'Reading Room' was started, some papers and magazines were at once sent for, and the apathy complained of vanished in a moment. The new teacher made his presence in the college felt, read, wrote, and conversed with the pupils, and

tion that average women are more careless than average men about 'the meat that perisheth'; and further, that once removed from the "daily round" and the task which is often more needlessly "trivial" than the hymn-writer seemed willing to admit, they tend to lose something of that intense practicalness which J. S. Mill attributed to them when he remarked, "Women are in the constant practice of passing quickly from one manual, and still more from one mental, occupation to another, which therefore rarely costs them either effort or loss of time." If this be so, the combination of the two tendencies may partly explain their taste for these sciences.

Again, an intelligent woman generally succeeds less well than an intelligent man in letting ill alone: an educated woman is generally more anxious to reform other people than an educated man is. It may be a good or a bad thing, but experience frequently proves that it is true. Were two public schools compared, is it not true that little abuses would be less tolerated by the staff of the Girls' School, than by the staff of the Boys'. Some years ago, a worker in an institute of men, labouring for the good of their fellow-creatures, was asked by a woman belonging to a similar society of women, which happened to be in hot-water just then, why this irruptive condition occurred in the one case and not in the other, and he replied—"We do not have less rows than you, but we make less fuss about them. One fellow is quietly turned out, but you have to put it in the papers and make out you are all in the right all round."

People who deal with MAN and WOMAN might hold that this observation points to a fundamental difference of temperament. Perhaps it does, but a good many facts, we do not possess, would be essential to the proof of the proposition. Perhaps it is because able women have only lately acquired the power of exercising their A fair public ways, and so have not yet learned donable for necessary ignoble art of compromise. Notice of centuries has slowly

dinned into their brothers. But, however, that may be, it does seem fairly certain that in positions of any responsibility they are more anxious than men, in similar cases; or to put it in another, and perhaps truer, way, they seem to believe more intensely in the dependence of the result on the greatness of the effort which they make; they have little of that temper of mind which can leave any part of the business to the silent working of events. If they really do possess this remarkable taste for practical virtue and faith in the part they must play in providing it, it is obvious that the theory of human action, in other words, the moral sciences, must possess an immense attractiveness for them.

There is another reason too. The women, from whose ranks College students are mostly collected, have been, to some extent at least, persons of some leisure, and any one relieved of the necessity for daily and hourly action in the provision of the means of life can scarcely refuse entrance to the spirit of speculation—

"In man's self arise
August anticipations, symbols, types
Of a dim splendour ever on before
In that eternal circle life pursues."

The most philosophical persons in history have, as a rule, been those whose provision for daily needs was secured to them, or those who have been able to realise Socrates' remark "what a number of things there are in the world which I do not want." Women students, speaking broadly, are either people of some means, or people who have learnt the secret of being happy on small means, of dispensing with the superfluous paraphernalia of life. Either condition leaves time for speculation: is it surprising that they should be attached to the moral sciences, which deal with, if they do not solve, the problems of life and mind?

Probably, women belonging to the class to which our rough and ready nomenclature applies the term "working," would be as impatient, as any hard-worked men, of mere theory as they

might esteem it. It may not be that woman and woman has any greater affinity for philosophy than man and man; but that was not the present question. All that is contended is that—

"So glorious is our nature, so august
Man's inborn-uninstructed impulses
His naked spirit so majestic!"

that given an opportunity, these branches of human knowledge can never lose their attraction for intelligent people, who, when circumstances admit, or when they can rise above circumstances, cannot refuse to respond to the impalpable invitation.

And then, finally, reform is nowadays in the air. At first, the movement for general emancipation of people, more or less oppressed by convention or their fellow-creatures, was advocated on an intangible basis of rights. The rights of slaves, of labour, of women and of the world in general, were talked of on all sides. But a spirit of accuracy combined with the vested interests to demonstrate that abstract right is a poor foundation on which to build any durable edifice. Nevertheless, the taste for freedom being once acquired, those who longed for it were not to be daunted by evidence of structural imperfection; the leaders of hopes, more or less forlorn, turned to systematic study of the question, and what is this but a study of the Moral Sciences?

GERALDINE E. HODGSON.

THE GUNPOWDER PLOT.*

WHEN in the early part of the present year Father Gerard issued his ingenious monograph, '*What was the Gunpowder Plot?*' many persons, including newspaper reviewers who ought to have known better, at once gave complete adherence to the theories therein advanced or hinted at; announced that the question was finally disposed of, that, in short, the best known fact in English History, celebrated for over two and-a-half centuries by annual bonfires,

* *What Gunpowder Plot Was:* By Samuel Rawson Gardiner, D.C.L., LL.D., Fellow of Merton College, Oxford: Longmans, Green & Co., 1897.

pyrotechnics and burning of grotesque 'Guys' was no fact at all; that King James and his parliament was in no real danger on November 5, 1605; and that the famous conspiracy was, for ends mainly personal and selfish, exaggerated, falsified, practically invented, by the minister Salisbury. Some of us, on the other hand, while admitting the force of much of Father Gerard's reasoning, perceived that his theory left us in the presence of difficulties of a very serious nature, and waited with suspended judgment until it should please the greatest authority on seventeenth century history to clear all doubts away. In '*What Gunpowder Plot Was?*' Professor Gardiner has more than justified such expectations. The book is indeed a most masterly piece of historical criticism, clear and cogent in argument, and at the same time characterised by that luminous breadth of view and tolerant moderation of tone which are such prominent features in all the writings of this admirable historian.

It would be out of place for me to enter into any detailed account of this controversy, but for the benefit of such of the readers of this Review as may be interested in the question, I shall roughly summarise its general scope, at the same time cordially recommending such readers to study Professor Gardiner's book without delay, and in order more thoroughly to appreciate it, to peruse Father Gerard first. Father Gerard doubts the genuineness of the 'traditional story' of Powder Treason on the following grounds. It was doubted by persons at the time or not very long after; the official accounts sent forth by the Government were full of inconsistencies, the evidence (confessions of conspirators and the like) has plainly been tampered with, and is generally of a very unsatisfactory nature, and finally the thing which Catesby, Percy, Guy Fawkes and Company are supposed to have attempted to do, or have done, they not only did not do, but could not by any possibility have done. For instance, amongst other things, they could not have introduced into Percy's house so large a quantity of gunpowder without attracting observation, and they could not have worked the supposed mine because, in the first place, they had no skill requisite for so difficult an undertaking, and, in the second place, because, are the work inevitably have overtaken by a real study, and

also advances arguments tending to show that Ottesby and Percy were not the misguided, but notwithstanding brave and half-heroic fanatics, we have supposed them to be, but were in reality mere decoy-ducks, vile tools in the hands of an unscrupulous minister whom (for Father Gerard does not hesitate to impute the basest and meanest crimes to the statesman he so much dislikes) the minister took the precaution to have shot down lest, by giving inconvenient evidence, they should thwart his unholy designs for his own advancement and the persecution of innocent Catholics.

These and other points raised are, as Professor Gardiner admits, 'hard nuts to crack,' but he has brought the weight of his great learning to bear on them, and the nuts now lie in a hopelessly shattered condition. As for the contemporary doubts, Professor Gardiner, while pointing out that it was inevitable that such should exist, has little difficulty in proving that they are altogether worthless as evidence. The inconsistencies in the 'documentary evidence' he explains in such a way as to establish more firmly the truth of the 'traditional story,' while the genuineness of the confessions is placed, we consider, beyond all possible question. This last result, in our judgment, is attained in no small degree by the simple expedient of printing in full the confession of Thomas Winter of the 23rd November 1605. To us, as to Professor Gardiner, from the "spontaneity which pervades it from beginning to end," "it seems incredible that it was either written to order, or copied from a paper drawn up by some agent of the government." The 'structural difficulties' are also shown to be far from insurmountable, whilst it is conclusively proved that it would have been impossible for Salisbury to invent the plot without the connivance of a number of persons, the least likely to lend a helping hand to so iniquitous a crime, and in the second place, that Salisbury was altogether without the motives ascribed to him by Father Gerard, seeing that he was already high in the king's favour, and that the king had already entered on an anti-Catholic policy. The history of Gunpowder Plot is thus left in all its main features exactly where it was when Professor Gardiner told the story in the first volume of *Blackie and Sons*, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787, 788, 789, 790, 791, 792, 793, 794, 795, 796, 797, 798, 799, 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 821, 822, 823, 824, 825, 826, 827, 828, 829, 830, 831, 832, 833, 834, 835, 836, 837, 838, 839, 840, 841, 842, 843, 844, 845, 846, 847, 848, 849, 850, 851, 852, 853, 854, 855, 856, 857, 858, 859, 860, 861, 862, 863, 864, 865, 866, 867, 868, 869, 870, 871, 872, 873, 874, 875, 876, 877, 878, 879, 880, 881, 882, 883, 884, 885, 886, 887, 888, 889, 890, 891, 892, 893, 894, 895, 896, 897, 898, 899, 900, 901, 902, 903, 904, 905, 906, 907, 908, 909, 910, 911, 912, 913, 914, 915, 916, 917, 918, 919, 920, 921, 922, 923, 924, 925, 926, 927, 928, 929, 930, 931, 932, 933, 934, 935, 936, 937, 938, 939, 940, 941, 942, 943, 944, 945, 946, 947, 948, 949, 950, 951, 952, 953, 954, 955, 956, 957, 958, 959, 960, 961, 962, 963, 964, 965, 966, 967, 968, 969, 970, 971, 972, 973, 974, 975, 976, 977, 978, 979, 980, 981, 982, 983, 984, 985, 986, 987, 988, 989, 990, 991, 992, 993, 994, 995, 996, 997, 998, 999, 1000.

it, but were not otherwise movers in it. The conspirators had no help or encouragement from foreign powers, spiritual or temporal, and the general body of English Catholics were entirely innocent and ignorant of the whole design.

Father Gerard is, as is not strange, unconvinced and has returned to the charge in the pages of the Catholic organ, *The Month*. He has contributed two articles to that magazine in which he skirmishes about in a sort of guerrilla warfare without definite plan of campaign, but he threatens to marshal his regular forces in the field ere long in the shape of another volume. So far his chances of success are not promising. He is indeed fortunate in being able to score a point or two against his opponent, but the points are all very minor ones and do not injure Professor Gardiner's position in the slightest.

Before quitting this subject there is one word which might be said by way of protest against the manner in which Father Gerard and others of his co-religionists insinuate against modern non-Catholic historians that they, either in ignorance or wilfully, pervert history in order to bring Catholicism into bad repute, or at any rate with the result of so doing. While paying a justly deserved compliment to Professor Gardiner for his moderation, Father Gerard in the first of his recent articles quotes a passage from *What Gunpowder Plot Was*, with the remark that it is a new thing to hear such language from an historian of eminence. The passage in question merely states in an emphatic way that the plot neither emanated from, nor was approved of, by the English Roman Catholics as a body, and bears witness to the heroism with which the Catholics of those times endured the persecution to which they were subjected. There is nothing new in this whatsoever. Professor Gardiner himself in works which have been before the public for some time—his ten volume history, and his hand-book, *The Puritan Revolution*—leaves the reader in no doubt as to the innocence of the Catholics generally in this matter. Ranke again states very explicitly that 'the great body of Catholics had not in any way participated in the plot' [*History of England (English Tr.)*, Vol. I, 414] and the other historical works dealing with the period which are generally used by different classes

of students at the present day are no less clear. What sort of history is taught on platforms by the foolish persons who hold no-papery meetings we do not know; probably not more, and not less, perverted than the sentiments to which the Cardinal-Archbishop of Westminster treated his hearers at the St. Augustine celebration the other day; but those who have any personal experience of the sort of history which is taught at the present day in our Universities and Schools, and the text-books most in use, whether great original works, such as Ranke's and Gardiner's, or handy compilations, know very well that, if there is any undue bias in such teaching, it is rather in the direction of excessive tenderness towards the Catholic side. Even Froude is no true exception, if we remember his aweeping condemnation of the reforming party in the reign of Edward VI; and if Froude be an exception, it is significant that when he defends Henry VIII's Reformation, he defends it, not against Catholic, but against Protestant, assailants.

The fact is that Catholic apologists when they glorify in extravagant terms their own 'martyrs' and denounce in terms equally extravagant the Protestant Governments which persecuted them, fail to see that any true toleration of Catholics in countries which had accepted the Reformation was in those days practically impossible, unless statesmen were prepared to expose to no imaginary peril the Government it was their duty to defend, and the faith they believed to be true. The English Government indeed professed to punish the Catholics, not for their religious doctrines, but for their political opinions, and the profession was in a way true, although the distinction mattered little to the poor Catholics whose religion was proscribed as a danger to the State. That the spread of Catholicism was a real danger to the State and the national life of England at the beginning of the seventeenth century, cannot reasonably be denied by any impartial person. Catholicism, as Mr. Lecky, treating of a much later period, observes, 'never can be looked upon merely as a religion,' and in the critical age immediately following the Reformation, it could least of all be so regarded. No doubt the Catholics in the days of their oppression had by accident become the representatives of as true and great a principle as

that of which the Government was the exponent. No doubt there is something iniquitous in a state of affairs in which—to adopt Professor Gardiner's words—'a chance occupant of a throne, or a chance parliamentary majority' might dictate 'to the consciences of those who, in all temporal matters, are ready to yield obedience to existing authority;' but the English Catholics of the time of James I did not exactly fall within this class, or if at any time they happened to do so, Government had no guarantee that a Papal decree would not in a moment—if not convert a body of peaceful subjects into a formidable force of rebels acting in co-operation with a foreign invader—yet certainly reduce a large section of Englishmen to a doubtful state of double allegiance with an organised priesthood everywhere exhorting them on peril of everlasting loss to prefer the claims of religion to the cause of patriotism.

MARK HUNTER.

FICTION FOR THE YOUNG.

Messrs. Blackie and Sons have kindly sent us a selection of their new books for the young, for which class of books the firm has a well-deserved reputation. We propose to follow up our plan of last year and devote a special column to the review of these books. Each and all of them admirably answer the purpose for which they are written. They may be strongly recommended as gift books or as school prizes, for they are handsomely bound and rendered attractive in every way. The illustrations in all cases are good, in some excellent, while the type and paper will give satisfaction to the most fastidious. The majority of the books are historical tales which will have the excellent effect of stirring the imagination and of vividly calling up past scenes and events. This is a faculty which, although absolutely essential for the successful study of history, is but little developed in the teaching of that subject. To some extent these books young supply this desideratum. The books, Blackie & Sons, of those who have made history

may be relied on to give the reader accurate conceptions of the past. They will thus serve the double purpose of affording amusement and instruction. We strongly recommend these works to those who at this time of the year are in search of gift books or school prizes, while the books should form a welcome addition to that section of school and college libraries devoted to Fiction.

(1) *A March on London*, by G. A. Henty, is a story of Wat Tyler's insurrection. The uprising was a remarkable phenomenon. Its extraordinary success and collapse invest it with a certain amount of mystery. Mr. Henty has made good use of the old chroniclers, who, fortunately for his story, were numerous at that time. His indirect analysis of the causes of the great peasant revolt is a good one, though he makes light of the teaching of Wyclif as a primary cause for the rebellion. No doubt the burdensome serfdom was the chief cause, but it is unnecessary and unhistorical to make it the only cause. Wyclif's teaching undoubtedly had a tendency to justify revolutionary and socialistic ideas, and in the hands of his followers it was made to serve such purposes. The two heroes of the story are sons of country-gentlemen living in Kent who appear at court just as Wat Tyler's insurrection breaks out. They do good service in rescuing a London merchant and his daughter from ruffians who were the outcome of the troublous times. The description of the city merchant's home is a remarkable one, and exhibits a phase in the social history of the time which is generally overlooked. These London merchants, members of the merchant guilds, lived in a magnificent style which even the King could not emulate. Half the story is taken up with events subsequent to the peasant revolt. The two heroes go abroad and meet with various adventures in the Flemish wars. There are eight excellent illustrations by W. H. Margethon.

A March on London, by G. A. Henty, Blackie and Sons, 52, Old Bailey, London, 1896. Price five shillings.

(2) *With Moore at Corunna* is a vivid tale of the campaign in Spain and Portugal in 1808. The hero is a bright Irish lad, who is given a commission as ensign as the regiment is ordered for service abroad. The interest of the story centres round the Mayo Fusiliers to which regiment he was appointed. The doings and sayings of the Irish officers and men are most amusing, especially O'Flaherty, the Doctor. The descriptions of the march from Vigo to Leiria and of the battles of Rolica, Vimiera and Corunna are vivid and full. We are glad to notice the introduction of plans of the battles into this book. We trust that Mr. Henty will continue this useful practice. The story of the campaign is carried down to the evacuation of Oporto by Soult, which freed Portugal from the French. Mr. Henty has promised to continue the career of his hero—Terrence O'Connor—in the remaining portion of the campaign. A dash of romance is given to the story by the account of the rescuing of a young Irish nun—a cousin of the hero's—from a convent in Oporto, where she had been placed against her will, for mercenary motives. A special word of praise is due to the twelve illustrations by Wat Paget which accompany this book.

(3) *A Stout English Bowman*, by Edgar Pickering, is a story of chivalry in the days of Henry III. The story is well calculated to bring home to the minds of boys the evil effects of the weak Government of Henry III. The hero, Harold Godwith, has the misfortune of being deprived at one blow of both his father and his inheritance by an unscrupulous baron, by name Lord Farnham. The boy is too young, inexperienced, and devoid of means to think of claiming immediate redress; but he forms the resolution of winning a name

With Moore at Corunna, by G. A. Henty, Blackie and Sons, 52, Old Bailey, London, 1896. Price six shillings.

A Stout English Bowman, by Edgar Pickering, Blackie and Sons, 52, Old Bailey, London, 1896. Price three shillings and sixpence.

for himself by deeds of renown with a view to ultimately revenging himself on the murderer of his father and the despoiler of his inheritance. He becomes embroiled in an affray at a tournament at Southampton whither Henry III has gone in all his pomp. The tournament is vividly described, but the affray to which we have alluded makes it necessary for young Godwith to leave the country and to take part in the unsuccessful war of Henry III in Gascony. He escapes from the province with difficulty, and, after meeting with various adventures, returns to England and lays his case before the King, whose weak vacillating manner is well described by Mr. Pickering. The overbearing Lord Farnham does not hesitate to attempt to frighten the King into acquiescing in his unlawful seizure of the Godwith inheritance. But in the end the matter is settled by ordeal. In the lists, however, Lord Farnham meets his match in young Godwith, and at a critical moment falls dead, "not by wounds from my hand, but struck with a surer Hand than that of mortal man."

(4) The author of *Lords of the World* is already favourably known to boys who have studied Greek and Roman history. "The Lords of the World" is a story of the fall of Carthage and Corinth. There can be no doubt as to the merits of the work, and the book is well calculated to excite the historical imagination of boys who have to study the outlines of Greek and Roman history. Rome, Carthage and Greece all come in for a share of the reader's attention. The story of the heroic stand made by the Carthaginians before the downfall of their city is pathetic in the extreme and tends to increase the sympathy which all students of Roman history insensibly evince for the unfortunate Carthaginians. Particularly impressive is the awful scene described by Mr. Church where the Carthaginians propitiate their cruel god Baal Hammon by the sacrifice of innocent human beings. "The more solemn part of the sacrifice remained

Lords of the World, by the Rev. A. J. Church, Blackie & Sons, 1896. Price six shillings.

to be performed, and this part, for evident reasons, the priests retained in their own hands. The high priest began, again: "O Baal Hammon, we have given thee the most precious of things without life; now we give thee flesh of our flesh, and life of our life." So saying, he took from the hands of a subordinate priest something—what it was no one could discern—wrapped in white linen, and placed it on the outstretched arms of the Colossus. The image, worked by concealed machinery from behind, bowed its head, and at the same time lowered its arms, dropping the burden which had been placed upon them into the chasm underneath. Something between a roar and a shriek went up from the multitude that filled the temple. There was the joy of seeing that the great Hammon accepted their offering; there was the horror, for even the Carthaginians were human, of knowing what the offering was." The illustration which accompanies this description is a masterpiece in the way in which it depicts the blended look of stern duty and pity on the face of the high priest. Indeed, we may say that the illustrations throughout this work are undoubtedly among the very finest we have seen. It would be almost impossible to find fault with the illustration on page 295 where the Lady Salamo defies the Romans from the walls of Carthage, or again that which faces page 366 which depicts Cleone emerging as a brilliant young beauty.

(5) *Paris at Bay*, by Herbert Hayens, is as able a work as one would expect by the author of that cleverly written historical tale *Cleopatra*, which we had the pleasure of reviewing a short time back. We are even more taken with "Paris at Bay" than with the work to which we have alluded. It is a terribly realistic account of the Franco-German war in 1870-71, especially of the heroic events during the Siege of Paris and of the horrible scenes connected with the Commune. The story is told by Geoffrey Townsend, a young official of a demand the enlargement

Englishman serving in the French army. It begins at Sedan where a brother officer exacts a promise from Townsend that he will look after his sister at St. Cloud should he himself be killed. The story of the sorties from Sedan and the ill-starred surrender of that place is admirably told, and if the author had not as realistically described events in *Olevek Sahib* which took place many years ago, we might be led to suppose that he relates what he himself had seen and experienced. The officer is killed but Townsend escapes to Paris where, by joining the army of General Ducrot he sees all that is worth seeing in the subsequent defence of the city. Mademoiselle Devine, the sister of the deceased officer, is found at St. Cloud and is placed by Townsend with a friend, a Notary, whom he can trust. Unfortunately the Notary for certain reasons is hated by Communists and falls a victim to their blood-thirstiness, the girl herself is abducted by the Communists. The description of the endeavours of Geoffrey Townsend to discover her whereabouts constitutes perhaps the most entrancing part of the work. It shows that Mr. Hayens has most intimate knowledge, not only of the parts of Paris known to most tourists, but an intimate knowledge of its worst slums. The leading characters, now historical, who figured in the events of the siege and of the period of the Commune are well portrayed by the author. The tale is one which will be equally appreciated by both adults and young people. The work is accompanied by eight illustrations by Stanley L. Wood, which are excellently executed, and add, if that is possible, to the realism of the story as told by Mr. Hayens.

(6) In *The Naval Cadet*, Gordon Stables gives many reminiscences of his own early life in the Navy. Creggan M'Vayne's history had a mystery connected with it inasmuch as he had been found washed ashore on the island of Skye as a baby. He makes friends with a family of tourists by

(6) *The Naval Cadet*, by Gordon Stables, Blackie & Sons. Price three shillings and sixpence.

the name of Nugent. Mr. Nugent uses his influence to procure a Naval cadetship for Creggan. The account of life on board first the *Battler* and then the *Osprey* is very graphic and such as could only be given by one who had been through it all himself. The hero's career leads him to take part in the Penin expedition and also in an engagement between the Chinese and Japanese in 1894. It is certainly a story full of most varied adventure by land and sea.

(7) A charming book for children is *Adventures in Toy Land*, by Edith King Hall. A little girl is told stories of the adventures of different toys in a toy-shop by one of the toys themselves. The stories are told in most realistic yet simple language. There are eight stories and each illustrates very forcibly, yet unobtrusively, the evils of indulging in different faults, such as pride, ill-temper, dishonesty, &c. The book is delightfully got up in every way, the paper very good, and the type large and clear. There are eight full-page coloured pictures and seventy wood-cuts which clearly illustrate the text. The book cannot but prove intensely interesting to children.

(8) *Just Forty Winks*, by Hamish Hendry, is another book for young children. Little Davie Trot thought it very hard lines that he should be kept in all the afternoon because he only tickled Elsie once during Bible lessons. He got tired of amusing himself and fell asleep unconsciously. Most children would welcome being kept in for an afternoon if they could have so delightful an excursion into dreamland as Davie had. His 'droll adventures' will prove most entertaining and amusing to children of all ages. They will meet many old friends under new forms, the cow who jumped over the moon and the little dog who laughed, old King Cole, Lord Jack Horner, Sir Simple Simon, the Duke of Humpty-Dumpty, and many others. There are no coloured pictures in

(7) *Adventures in Toy Land*, by Edith K. Hall, Blackie & Sons. Price five shillings.

(8) *Just Forty Winks*, by Hamish Hendry, Blackie & Sons. Price five shillings.

this book, but nearly eighty wood-cuts adorn its pages, many of them being full-page ones. Both author and artist are to be congratulated on the production of so beautiful a book for the youngsters.

(9) *Red Apple and Silver Bells* takes its title from the first and last poems in the book. It is a collection of some forty odd poems for the young, and it is full of happy and quaint thoughts of children. It is hard to make a comparison or selection where all are so good, but the following will give an idea of the style of the contents of the book.

The First Time.

I went with mother to the Church
And sat beside her in the Pew;
I stared about and thinked and thinked
Of all the things I must not do.

I must not whisper one small word
Although the things I see are funny;
And when they hand me down the Plate,
I must not grab the heap of money.

When all the people rise to sing
I must not shout before the others;
When all the people kneel to pray,
I must not laugh to my big brothers.

And when the man pops in the box
I must not think of Punch and Judy;
And when the man begins to speak,
I must not cry-out for a goody.

I went with mother to the Church
And never made a single cheep;
I stared about and thinked and thinked,
Until, of course, I fell asleep.

Here is another which will appeal to a larger circle of readers.

The Rime of the Dunc.

Some people think a Boy is born
To grind for old exams;
I tell you so, because I know,—
Such folk are silly Lambs!

(9) *Red Apple and Silver Bells*, by Hamish Hendry, Blackie & Sons. Price six shillings.

Some Chaps, of course, can grind and grind,
And never make no Growls;
I think it wrong to go it strong,—
Such Chaps are proper Owls!
The man who first invented Crām,
And faked-up things to pass,
I tell to you, because it's true,—
He was a jolly Ass!

There are 152 pages in the book and such is most tastily illustrated with sketches by Alice B. Woodward. We think she has been specially successful with her efforts in this book.

OUR UNIVERSITY CORRESPONDENT.

CAMBRIDGE, October 1897.

It has been the practice at Cambridge University for the last few years to admit freshmen to the 'Littlego' examination before the arrival of the rest of the students. One of the advantages of this system is that those who are going in for a Tripos are enabled to begin to specialise almost immediately, without even the small distraction which this examination provided when it could only be taken, at earliest, at the end of the first term. Still more fortunate are those who, by passing the Public Schools Certificate Examination in the requisite subjects, are excused the 'Littlego' altogether. Whether this extreme specialism, extending over three years at least, and not varied by the smallest modicum of general work, is an unmixed benefit—this is another and a wider question. At any rate, freshmen have the advantage of a week's acquaintance with Cambridge as it is when only Dons and themselves are present. Senior men are not here to corrupt them; and they present a very touching spectacle of unsophisticated innocence, soon, alas! to be exchanged for a veneer of superiority which stays but little longer.

The number of freshmen is not yet published; but I should imagine, from the details I have heard about isolated colleges, that it is likely to be slightly lower than last year. The University chest will thus not be replenished as its officials would desire. For instance, we hear of a demand for thirteen hundred pounds for the enlargement

of the University Library. During the last year nearly six thousand new books were received; and these, we are told, will occupy a linear space of eleven hundred and forty-six feet. Every available inch is already occupied; and nothing remains but another of the periodical enlargements to which we are now so accustomed. It is a pity that the library is not able to get rid of its superfluous population by a system of emigration. Many of the books are retained, not because they are wanted, but because it is hard to be certain that they never will be.

Our present libraries are not built on the best plan, if by 'the best' is meant one that easily adapts itself to periodical enlargement. A well-known librarian lately suggested a spiral form, not occupying much space, but admitting of continual additions at the ends. This may be ideal; but we have to do with existing arrangements; and space will have to be found, until the encroachments of libraries on dwelling-houses induce us to order a holocaust of volumes. Already I have heard a librarian define books as 'inanimate vermin.'

Early as it is in the term, before indeed the main body of undergraduates have come up, some colleges are already arranging for their scholarship examinations for next year. One college indeed holds its examinations this very month. This is an evil on which I have already said much. It is impossible to believe that a remedy will not soon be applied.

On the first of the month the retiring Vice-Chancellor, Mr. Smith, of Sidney, delivered the usual valedictory address. He referred of course to the question of Women's Degrees, which agitated us so much recently; but he dwelt more at length on the prospects of the University for the future. There is every chance of the success of the appeal for financial help which was issued recently, and which had no less a sponsor than the Duke of Devonshire himself. Already the appeal has met with encouraging answers. After this address the newly-elected Vice-Chancellor, Dr. Hill, of Downing, formally took the seat of office, and the new Proctors, assuming their

insignia, marked the inauguration of another academic year.

Among the changes of the new year not least is the election of Mr. Pelham to succeed Mr. Woods as President of Trinity College, Oxford. Mr. Pelham is the son of the late Bishop of Norwich, and took his degree in 1869. His lectures on Roman History will be remembered by all his old pupils as marking an epoch in their study of the subject; and the reputation he thus acquired led justly to his election as Camden Professor of Ancient History in succession to Dr. Rawlinson. He was originally a scholar of Trinity, proceeding thence to a Fellowship at Exeter, and, on becoming Professor, to a Fellowship at Brasenose. He now returns to his old College of Trinity. It is to be hoped he will retain his Camden Professorship; for there are no better living scholars in his subject, and certainly no better lecturers.

In the recent examination for the Home and Indian Civil Services, Oxford as usual is far more successful than Cambridge. For many years past this rule has held without exception; and it seems to have passed beyond the domain of the laws of chance, and to demand the investigation of its cause. The real reason seems to be the greater width of reading at Oxford, and the absence of that specialism which is both the virtue and the defect of Cambridge study. Something may also be laid at the door of the examination itself, which, while permitting 'cram' to the utmost extent, has a peculiar character more allied to that of Oxford examinations than to that of Cambridge. But whatever the cause, the fact remains that the Empire is governed by Oxonians. This is a grievance which it will rest with Cambridge to set right in the next few years.

The question of the expense of a University degree has been agitating the papers to some small extent. This has resulted in eliciting from Dr. Pope, the Censor of unattached students at Oxford, the statement that a man can live at Oxford for fifty pounds a year. Even allowing for the fact that the Oxford year is only twenty-five weeks, this sum is not heavy; for it includes

University and tutorial fees, as well as board and lodging. An unattached student certainly has not all the advantages which a member of a college enjoys; but he has most of them; and no hindrance is thrown in his way if he desires at a later time to enter a college. His total expenses are then very much less than they would have been. It is only a few years since an unattached student gained the most coveted Fellowship in Oxford; and he is now one of the best-known of the younger London Vicars. At Cambridge, the position of the Non-Collegiate student is much the same. Perhaps some Indian men may be attracted by this, who would be unable to spend the six or seven hundred pounds that a college career requires, but could afford the much smaller sum that need be laid out by the unattached student.

The Life of Tennyson has just appeared, on the fifth anniversary of his death. As he was the most distinguished Cambridge man of the last fifty years, the biography has a special interest for Cambridge men. Yet he had no great liking for the University, which, as he said, 'taught him nothing, feeding not the heart.' The prize poem on Timbuctoo which he wrote in 1829 differs little from other prize poems, except that it had the honour of being parodied by Thackeray. What he learnt at Cambridge he learnt not from his tutors, but from his associates.

Just as I post this I hear of the death of Professor Roy, who had held the chair of Pathology since it was founded in 1884. He was still a young man, hardly more than forty; but his health had been bad for some time, and he had enjoyed the services of a deputy for the last year.

OUR LONDON LETTER.

October 1897.

Every school and college in the land is now hard at work again. New technical schools are being opened, prize distributions are taking place; and these with the usual addresses to students of Medical schools and University Colleges at the opening of the winter session have

supplied us with many deliverances on education. Besides these, many journals are devoting attention to the same subject in one aspect or another.

Of these the question of greatest national concern is the organisation of secondary education. The utterances of public men in various high and responsible positions—cabinet ministers, bishops, professors, and so on—prove beyond all doubt that the necessity for getting our secondary schools into a better state as regards finance and efficiency, and for determining their place in our future educational 'system,' is being more and more generally realised from day to day. The smaller secondary schools, as I have explained before, are very poor, and therefore inefficient, in many cases. They exist simply. It is no one's duty to see that they are even sanitary; inspection either is not, or is a mockery; but strong personal interest calls forth a headmaster's best endeavours, and so a passable result is secured, taking all into account. The strong contrast afforded by the new and elaborate board schools, especially those of the 'higher-grade,' asking no fees and taking, generally, a more popular and showy curriculum, is telling strongly against them. In the towns this opposition is becoming a conflict; the rate-supported school is injuring the old endowed grammar school. Has the old school still a place to fill? If so, what is it and how is it to fill it? Is the new 'higher-grade' board school to be really a secondary school, though managed by the primary school authorities, and supported by primary school funds? If so, is it to do, at a great expense, the work which the old school, with a little help, could do much better? Or would the higher-grade school find its fitting work, as the crown to the primary schools, in preparing the primary scholars to become better skilled artisans, better craftsmen, while the grammar school, with pupils of a different class, would aim at producing the clerk, the professional man, the industrial superintendent, the teacher? At present the higher-grade school, managed by primary teachers, is doing badly and expensively what the old school, manned by a superior class of teachers—of University standing in most cases—can do better

and more cheaply. Such is, briefly, the question of higher grade *versus* secondary schools.

During the past month Professor Mahaffy and others have been denouncing our present work in education as mostly mechanical and useless cram, not calculated to develop either the moral or the intellectual faculties. Would that a hundred other professors would reiterate this until the English people realised its truth. The work of our schools, for the most part, is conducted solely with reference to examinations, not to education. It is by examinations alone that some schools live; it is by examinations alone that many men judge of the work done in a school. Those outside a school have no other means of judging—in the case of secondary schools. They merely take the best test available. So examination has come to be the end and aim of all school work. How far a subject is taught, or is of use, as a means of developing a child's powers, it would not be wise to consider, and probably it never is considered seriously, by either teachers or governors of schools. Such a principle would command assent only in the abstract. Again, the Duke of Devonshire, President of the Education Council, laments the lacking of training in secondary teachers. One can hardly take this seriously. Probably the Duke knows nothing about the subject. The only 'training' a teacher requires at present is the knack of preparing boys for 'exams'—which is mostly cram. If he can make the process educative, so much the better for the pupils, and so much the more satisfactory to the teacher—but not the more remunerative in any way. Let but the examination result be good and all is well; let that be bad and the best system and the best training in the world will not avail. And further, the 'educative' system though it tells 'in the long run,' will almost certainly militate against an immediate 'exam' result. In fact, until our school system is revolutionised, training, if it had reference to a system of true education, would only disqualify a man.

When examinations have taken such a hold as they have upon England; when vested interests oppose reform at every turn; when schoolmasters

who dislike examinations shrink from their inevitable substitute—personal inspection by a Government official; when the government of the day is half-hearted in the matter and keeps a keen eye on the ballot-box—what effective change can be expected? Will it be anything more than to stereotype the old bad ways?

OUR CALCUTTA LETTER.

November 1897.

I have again very few new things to communicate to you. The last monthly meeting of the Syndicate was held so far back as the 4th of September, and was a purely formal one. Besides one or two important items of business, there was hardly anything worth chronicling. Owing to the Puja holiday, there has been no meeting since, nor has the next meeting been announced as yet. This means that the University affairs will lie shelved for sometime to come. I have therefore to content myself with the only news that I find worth communicating.

The Sree Gopal Basu Mallik Fellowship about which I have written to you more than once has at the very outset been threatened with failure. I call it a comparative failure, in the spirit in which the regulations were framed led everybody to expect that there would be no objection to the classes and lectures on Vedantic Philosophy being open to all classes of students irrespective of creed or colour. There can be little doubt that the donor too had been moved by no other motive than that of making the Vedanta easily accessible to all classes of students. It appears, however, that Mahamahopadhyaya Chandra Kanta Tagor, kâlankar who was lately elected to the Fellowship, as I informed you, with the unqualified approbation of all parties, has written a letter to the Syndicate, suggesting that only Hindus may be allowed to attend these classes. This is surely very discouraging. It was to have been expected that the learned Pundit would rise above these narrow prejudices. For aught I know, his will is law on the present occasion. Considering that his Fellowship has been already decided upon, and his talents are high above the ordinary level, it

can hardly be expected that there will be any further change in the arrangements.

In the absence of University news I should like to write something about our educational institutions in general—a subject which is engaging a large share of public attention at the present moment.

At the last anniversary meeting in commemoration of the death of David Hare—the famous pioneer of English education in Bengal—a comparative estimate of education as it was in those earlier days and as it obtains at the present moment, was hazarded by some veteran educationists. Naturally enough, it resulted in a free discussion, in the course of which, the subjects of the defects of the present system of education and the means of removing them were thoroughly threshed out. One point in which everybody seemed to agree was that the fountain head of evil lay in the fact that boys had somehow come to domineer over their teachers and professors. It is even so. Barring the Government schools and colleges and some other endowed institutions where it may reasonably be expected that better discipline prevails, the rest of the educational institutions, it seems, cannot help humouring the boys to a certain extent. And boys are boys all over the world. Once they are allowed to feel that they can bring about the weal or woe of an institution by patronising, as they think, some other, they naturally come to look upon themselves as all-important personages and are tempted to dictate their own ideas to their teachers. I am speaking perhaps a little too plainly on the subject. But it is none the less true. Indeed, that is the curse of all unendowed educational institutions. The Doveton, St. Xavier's, La Martinere and the like are living witnesses of the power and influence with which the sacred work of educating the young may be carried on in endowed institutions. They stand in striking contrast to the private educational institutions of this town.

It is not only that discipline and order becomes an impossibility, but the very mode of teaching in schools and colleges that labour under the

III

above disadvantage is likely to be vitiated by reason of the overbearing nature of the students who would like to have everything done so as to suit their fancies. It is admitted on all hands that the mischief is already afoot, on this side of India at any rate. Any wholesome measure which is viewed with disfavour by the students, it has well-nigh become impossible to introduce. It is for this reason that the cry against 'cram' which has become universal has hitherto been void of any practical results. Any individual exertion on the part of one solitary professor would bring about his own unpopularity. Even a professor of great repute and learning has to adapt himself to the peculiar whims and caprices of the students, or he ceases to be useful. The well-known Dr. Hastie, who long ago so ably filled the chair of Philosophy in the General Assembly's Institution, used to recount a bitter experience of his earlier days of work in India. Lecturing for a certain period with what he considered to be the greatest possible care and success, he was rather taken aback at seeing many of his students come to him with a vacant air and ask him, "Sir, won't you give us notes?" "Why, I have been lecturing to you all these days, and haven't you made notes of your own out of them?" the Doctor replied. "But, Sir, you never told us to 'take down' and so on" came the wondering rejoinder! "Dr. Hastie's astonishment can be more imagined than described. The custom of cramming notes has thus come to be so common that every professor is expected, not so much to thoroughly explain the subject taught by him, or to create a taste for it, but to come equipped with ready-made explanations and to assist the student in performing the manoeuvre of "taking it down" into his system. I do not say that the evil is so widespread and deep-rooted as to be beyond all remedy. A little co-operation amongst the proprietors and professors of different colleges may set matters right. Such a consummation is devoutly to be wished."

CUR BOMBAY LETTER.

When there is a dearth of news, it is a puzzle to a monthly letter-writer how to keep true to his engagement. The colleges have had their autumn holidays, and the University has been preparing itself for the succession of examinations that come off during the month of November. So in the regular course of routine, no events have been taking place. The plague, however, has been spreading in our western presidency, and has taken a firm footing in one of our chief educational centres, Poona. This time the regular work of schools and colleges has not been so much disorganized as during the first season of the epidemic. Still the attendance in the city schools is much less than usual, while the cantonment schools, chiefly European boarding schools, have good cause for anxiety. They held out during the first epidemic season and are still holding out, and it is a sign of the courageous spirit of the parents that the attendance in these schools is pretty satisfactory. Yet we cannot shut our eyes to the danger that exists and is increased by the regular meeting of children from various parts of the cantonment. The chief responsibility in an epidemic like this lies however with the medical profession and especially the chief medical officer in charge of a station or with the civil authorities. While they do not see the necessity of closing all the schools in the infected area, the schools will continue to hold their sessions until they are compelled to close by force of circumstances. This is certainly not the right standpoint for either party, but certainly the initiative ought to come from those who are called to be the guardians of public health, and as the schools have an unrepented order from the Director of Public Instruction not to close without the order from the Civil Surgeon, the school authorities are not responsible for anything that may happen.

The Matriculation Examination is going to be held in the second week of November and is going to afford another opportunity for spreading the disease. Europeans, Eurasians, and Natives coming from all quarters of the presidency and residing in various quarters in the infected cities,

especially Poona, will sit together in examination mandaps. That some supervision has been arranged for is one thing, but it is doubtful whether it is effective. The students going to Bombay go there on a steamer and must permit the authorities to visit the houses where they stay for the week; this is all. It would have been a good thing if Europeans and Eurasians, a community which has suffered comparatively little in this epidemic, could have been accommodated in the rooms of one of the large boarding schools.

This suggests another matter worth considering. The Bombay University has in all its centres for the Matriculation examination temporary mandaps, a kind of structure composed of corrugated-iron walls and thin tent covers as a roof. The light has to be let in from the side; but this is only possible on the north side if not through the roof. Considering that the examination takes place between 2-30 and 4-30 (Madras Time), many of the European candidates—and Native candidates perhaps too—sit greatly under the heat, more so if they sit near the corrugated-iron walls on the south side or near one of the natural, though unintentional, sky-lights. Ventilation, too, is not very effectively accomplished. Under these circumstances, it would be a great benefit to all candidates, if the University could erect a permanent structure at least in those centres in which the number of candidates exceeds regularly five hundred. It would be worthier of a University than these comical structures that are put up yearly.

CONTEMPORARY EDUCATIONAL PERIODICALS.

The place of honour in the October number of the *Journal of Education* (London) is assigned to an unsigned article on "A suggested examination." The examination suggested is summed up in the following three questions which are raised: (1) Do teachers teach their subjects and especially the languages in the right order? (2) Do they sufficiently realise that to teach they must maintain their own studies in the subjects they teach? (3) Are they duly conscious of the degree in which their boys get hold of them, instead

of their getting hold of the boys? Some of the writer's reflections and remarks deserve careful attention. The real test of the work of a teacher, says he, must be sought in the ideas he can infuse into, and the effect he can make upon, "the large majority of boys of reasonable powers, but devoid of intellectual hunger with no innate thirst for ideas, but a great love of companionship." These boys dislike books and ideas, and their minds are absorbed in games and common-place prejudices, and desire to do nothing taxing or uncomfortable. These boys seem to get hold of teachers more successfully than the teachers have got hold of them. Teachers must always endeavour to put into the minds of these boys ideas, as they are the secondary forces by which the ordinary rigid principles of morals are fortified.

"Hygiene in German High Schools" is an interesting summary, full of facts, of a paper read by Dr. Franke before the Elberfeld Medical Association. The conditions necessary for the prevention of mental overstrain in school children are, above all, "a considerable decrease of home tasks and memory work; the opening of school at not too early an hour; the restricting of morning school to four hours; longer pauses between the separate lessons, and a midday rest of at least two hours and a half; the subject-teacher (specialist) system to be restricted, especially in the lower classes; the construction of the time-table from a hygienic stand-point; greater attention paid to gymnastics, games, rowing, swimming, skating, i.e., if possible to leave free time too for *slöjd* and similar mechanical work, which cannot be valued too highly; and especially to lessen the harmful influences which are at work outside the school."

H. W. A. writes chattily on "The teaching of Greek in England," and arrives at the following conclusions: (1) There is a marked decrease in the demand for Greek teaching; (2) to combat this and do justice to the Greek language, Greek teachers should improve their methods; (3) grammar should be taught inductively, synthetically; (4) no more accident and grammar is to be learnt than is necessary for the clear understanding of the Greek authors; (5) the author read should be the centre of instruction; (6) exactitude in accident is not to be insisted on at first; (7) the book put into the pupil's hands as soon as he knows the Greek letters should be the "Odyssey" of Homer. Mr. W. G. Field gives an account of the life and writings of Albert Bitzins, commonly known by his assumed name of Jekemias Gott-helf, the hundredth recurrence of whose birthday was celebrated at Bern and other Swiss towns on

the 4th ultimo. His career was one of untiring philanthropy and prolonged literary activity. In his capacity as Curate at Utrenstorf he was a diligent visitor of the Parish schools and often assisted the overburdened schoolmaster for days together in the practical business of teaching. From this he got the minute knowledge of the working of a school which reveals itself in the "Leiden und freuden eines schulmeisters," and other stories from his pen. This book gives in the form of the autobiography of one Peter Käser, an account of Swiss elementary schools and their teachers at the beginning of the nineteenth century. Following the example set by Pestalozzi and after him by Fellenberg, Bitzins founded a poor school in the district of Trachselwald. In the first of his stories, the "Bauernspiegel," he gives a pathetic picture of the sorrows attendant on the boarding-out system. The great ideas on which he lays stress in his books are that the chief instrument of education is love; that the duty of bringing up children rests primarily on the parents; that the true business of poor schools and such like establishments is to show the parent how a child should be reared and trained. Bitzins pays a very high tribute to Pestalozzi. He says: "Pestalozzi, the highly-gifted, heard the breathing of the spirit of love, which called him by name; in its name he gave himself to the children, that from them he might build up minsters, convents, monuments, his living, holy memorials soaring up to heaven."

"Made in Denmark," by H. Macan, is a critical review of Mr. J. S. Thornton's article on "Recent educational progress in Denmark," in the volume of "Special Reports of the Education Department." The writer has attempted to show that the Danish butter system, highly praised by Mr. Thornton, is absolutely inapplicable to England, and that consequently, however excellent Danish education may be, *per se*, its adoption in England would not enable England to compete with any foreign butter in her markets.

The "occasional notes" in this number are chiefly concerned with the need of further organization for secondary schools, the resolutions of the Trades Congress which recently met at Birmingham, the nomination of Mr. Seth Low, the President of Columbia College, for the Mayoralty of New York, the influence on education of the Intermediate System common in Ireland, and the offences during the last year against the Education Acts.

The *Educational Times* (London) for October opens as usual with a leading article. The editor deplors the rapid increase observed sixty years

ago by Dr. Arnold, of the tendency in boys, even of good abilities, to feed their intellectual appetite upon unworthy food, such as is found in the sensational, exciting, ephemeral, cheap literature of the present day. But at the same time it is pointed out that schoolmasters need not fret themselves about the prevalence of cheap and not very exalted literature, as this unworthier literature, so far as it has any effect, stimulates a boy's taste for further reading of a better sort.

The only other noteworthy article in this number is the paper on "The Business of the Teacher," by Mr. J. J. Findlay, which formed the inaugural lecture of the twenty-fifth annual series of evening lectures at the College of Preceptors. To the question, what is the business of the teacher? Findlay gives the following answer:—

"There are two schools of thought which appear to come into sharp conflict. On the one hand we have writers like Alexander Bain who would limit our responsibility to the intellect of the child. The schoolmaster, they say, has no concern with ethical ideals; the pupil is sent to him for a certain definite purpose—to secure the development of the mental faculty by means of lessons. Anything outside of this range is incidental and should be ignored. On the other hand you have the great masters of our craft from Socrates and Plato down to Arnold and Herbart urging with the utmost emphasis, the opposite doctrine. They urge us to seek the end of education by enlarging our sympathy, by reaching out into those regions of conscience and character which touch the deepest springs of life. The conflict must be decided finally by each of us for himself. I have no choice but to place myself wholly in the ranks of those who accept the highest and fullest responsibility in discharge of the teacher's office. And I do so not because I am out of sympathy with the desire exhibited by Bain to treat education as a science; nay, rather, it is my very anxiety to obey the cause of scientific method which leads me to reject his leadership. For it is the first law of true science to have regard to the facts of the situation. Now what are the facts that confront us in our daily work as teachers? Surely the most superficial acquaintance with child-life shows how impossible it is for us to raise an artificial psychological limit between intellect and will, or between mental and moral influence. If you, as a teacher, propose to be responsible for memory and reason, leaving character and habit in the charge of the parents or the clergy, you are adopting a course which is not only contrary to

the best traditions of our profession, but contrary to the facts of experience, and to the obligations which parents and public opinion impose upon us."

In the notes, current topics are commented upon, and in this number there are few of any interest to our readers.

Reviews and Notices.

Forms for Criticism Lessons, BY J. WELTON, M.A., with a Preface by W. SCOTT COWARD, M.A., H. M. Inspector of Training Colleges. Price Three Shillings and Sixpence. London, Macmillan & Co., 1897.

Mr. Welton has done good service to teachers by bringing out a book which will considerably help them in criticising a lesson as it should be criticised. There is of course a danger in all criticism lessons, lest a too scrupulous attention to the letter of the form of a lesson should succeed in killing the spirit which should pervade the lesson. A book embodying a set form of criticism to be rigidly applied to all lessons might seem, at first sight, to lend itself to this undesirable tendency; but all those who have any knowledge of inexperienced teachers know that without some form to guide them such teachers are apt to be desultory and unmethodical in their criticism, and to overlook some of the most important points in the lesson. The book before us, the work of a gentleman engaged in teaching method at the Yorkshire College, Victoria University, is calculated to check the vagaries of the youthful teacher, while, in our opinion, it will tend to produce something more than "a correct observance of stereotyped forms." The book consists of three parts. The Introduction deals with the essential qualities of a good criticism. One remark the author makes seems to us to be worthy of attention. "Often, indeed, the best criticism on a lesson is contributed by the teacher who has just given that lesson, and who has felt his successes and failures during its course as no mere on-looker could. But no one can criticise thoroughly who has not thought out that particular lesson beforehand. It is, therefore, essential that the teacher, who is going to give the criticism lesson, should publish a brief analysis of it at least one day before, and that all who will be present at the actual lesson should make a copy of this analysis and carefully think it out." This is undoubtedly a good idea, but we are afraid that the teacher would not care to give himself away by publishing his plans beforehand. Part I consists of an enumeration of important points to which the teacher's attention should be directed. The author says—"this is intended to be read before the lesson begins, but only to be occasionally referred to during the actual criticism exercise." We should say, the less the teacher refers to these points during the lesson the better, for the

list of points is too exhaustive and would only confuse the teacher and take off his attention from the lesson in hand. The different points, however, are excellent. Together they make a full and able criticism. The main part of the book is devoted to Part II and contains printed forms for one hundred lessons, which have to be filled in by the teacher. The form of criticism does not correspond to the form recommended in the Madras Rules, but this should make it none the less acceptable to teachers. There is an Index at the end in which the teacher can enter the subjects of the lessons. We earnestly recommend the book for use in Training Colleges and Normal Schools in India.

Macmillan's Colonial Library. (1) *The Rejuvenation of Miss Semaphore*, BY HAL GODFREY (C. O'CONOR-ECCLES) 1897. (2) *In Kedar's Tent*, BY HENRY SETON MERRIMAN, 1897.

(1) *The Rejuvenation of Miss Semaphore* can be strongly recommended to all who wish for a few hours' hearty and innocent amusement. It is a farcical novel which recalls *Vice-Versa*. One would like to hear more of Miss Semaphore's personal experiences in her rejuvenated state. The few glimpses we do get only increase our regret that we do not see more of her. As it is, the story is mainly taken up with the painful, if ludicrous, experiences of Miss Semaphore's younger sister who has to dispose of her elder sister, now rejuvenated to the age of eight days. The description of the boarding house and its inmates among whom the Misses Semaphore had a place is really an excellent piece of writing and true to life. All the characters are well and vividly drawn, particularly those of the Lady Doctor and Mrs. Dumaresq.

(2) Readers of *Macmillan's Colonial Library* who are already acquainted with Mr. Merriman as the author of *The Sowers* will be glad to welcome his last work which appears in the same series. We have rarely come across a more subtle writer. He is a keen observer of mankind. His characters speak for themselves in their own words and actions, and in the end we have very definite pictures and ideas of the chief characters with the least possible interposition on the part of the author. Occasionally the writer drops a short pithy sentence, which at once arrests the attention of the reader and impresses him by the experience of the author and by his ability to express himself in so striking a manner. The hero of *In Kedar's Tent* is a young man half English, half Irish, who, to save a friend seriously involved in a Chartist Riot, draws attention to himself as the culprit. He goes to Spain and takes part in the Chartist war and meets with various adventures mainly the result of his having unconsciously played the part of a spy to the Chartist party. Mr. Merriman does not adopt the old-fashioned style of telling his readers in the final chapter what becomes of all the leading characters in the story. We are left curiously in the

dark as to Horner, the gentleman-Radical for whom Conyngham sacrificed himself. We should like to know more, too, of Sir John Pleydell and one or two minor characters.

Oxford and its Colleges, BY J. WELLS, M.A., Wadham College. Illustrated by EDMUND H. NEW. London, Methuen & Co. 1897.

All that concerns the older Universities of England must be of interest in a country like India, where education is to a large extent in the hands and under the direction of men who have passed through those Universities, and where those same institutions are looked up to as a sort of ideal—albeit an impossible ideal, we are afraid. Educationists in India will therefore welcome the charming little book of Mr. Wells with its quaint and choice illustrations, in which he attempts, successfully we think, to describe Oxford "as it has been, but with constant reference to the surviving memorials of the past." Mr. Wells trusts his work may also be useful as a guide book, and we cannot imagine a more interesting companion than this little book will prove with its wealth of historical information and its pleasant references to the great men whose names will be for ever associated with the different Colleges. It would have formed a complete guide to Oxford had Mr. Wells included one or two more institutions other than Colleges, such as the Union, the Indian Institute, the Theatre, the Music Room. We cannot tell on what principle Mr. Wells excluded such places of interest from his book except that they have place in his work entitled "Oxford and Oxford Life" (Methuen & Co., 1892), in which he describes Oxford as it is. Even then they might have found a place in Appendix II of the work under review in which he mentions the conditions of admission to various places of interest in Oxford. However this is but a slight defect to set against the merits of the most charming little book we have yet come across bearing on the history and description of the Oxford Colleges. We may add that the book runs into over three hundred pages, has numerous illustrations, is clearly printed, and yet is so modest in size that it can be easily slipped into the pocket.

A New Arithmetic, Theoretical and Practical, BY GILBERT A. CHRISTIAN and GEORGE COLLAR. Alfred M. Holden, London, 1897. 4s. 6d.

It gives us much pleasure to bring this book to the notice of Indian teachers and students. It is one of the volumes of a series of school text-books edited by Professor Meiklejohn. The book is very comprehensive and perfectly modern in method. The heuristic method is always followed in preference to the didactic method so common in the older text-books of arithmetic. The authors have done well in using algebraical proofs in demonstrating the principles of arithmetic. This will impress upon the student the close relationship existing between arithmetic and algebra. In our opinion it

is a mistake to dissociate the teaching of algebra from arithmetic and teach them during different periods of classwork. Algebra being nothing more than generalised arithmetic, they ought always to be taught in conjunction. One other feature of the book that has struck us is the use of simple equations in the solution of problems. This saves the use of many a dodge which is apparently arithmetical, but really a roundabout method in which words take the place of algebraical symbols, or in which certain deductions from the equations involved are used without giving the students an insight into the reason of the method. The large use of problems from mechanics and other parts of physical science to illustrate arithmetical rules will serve to get a better grasp of the physical facts learnt in the special teaching of the subject. There is no doubt that the authors have succeeded in their aim at producing a work which should be comprehensive in scope, modern in style and method, helpful and reasonably concise in its illustrations, and thoroughly practical in its exercises. The book in every way deserves the name it bears, and is all that an arithmetic can be. It is marvellously cheap for its size and nice get-up, and we hope it will soon find a place in the book-shelves of our schools and colleges.

Elementary Geometrical Statics, BY W. T. DOBBS, M.A.
Macmillan & Co., London. 8s. 6d.

Those who are acquainted with the larger works of Professors Cremona and Hoskins on the subject of graphical statics and the usefulness of the graphical methods generally in the treatment of physical and mathematical problems will welcome this addition to elementary books on statics. Not infrequently are we able to solve by simple elegant and geometrical methods problems which need long proofs by the ordinary analytic methods. Furthermore the geometrical proofs appeal more easily to the mind, and effect a great saving in labour and time. The analytic methods need a preliminary training in subjects which in practice are rarely useful. Take a concrete instance, the engineering student is often made to go through a course of integral and differential calculus, for which he finds little use afterwards. The problems in engineering for the solution of which a knowledge of the calculus may be thought necessary are nowadays solved much more easily and elegantly by the graphical methods. The same methods have also been employed successfully for the resolution of numerical equations. To Professors Clerk-Maxwell and Culmann we owe the geometrical methods now generally employed in the solution of questions of theoretical statics as well as those which relate more particularly to practical applications of it. No student of statics can at the present day afford to be ignorant of force polygons and funicular polygons. The book under review contains a full and clear treatment of these subjects, and will be found highly useful by all students of engineering and mathematical physics.

A New History of England and Great Britain, BY J. M. D. MEIKLEJOHN, M.A., Professor of Theory, History and Practice of Education in the University of St. Andrew's, London. 28, Paternoster Row, E. C. Alfred M. Holden, 1897. Price 4s. 6d.

This is the eleventh edition (a fact which is in itself a sufficient recommendation of a book) of Professor Meiklejohn's New History of England. The book runs into nearly seven hundred pages. It contains numerous maps and tables which, so far as we have tested them, are sufficiently full and accurate. Almost every page is accompanied by footnotes, while at the end of every chapter are short chronological summaries of the different reigns. Every century has a double page table allotted to it every year in which has a small space given to it in which the important events are noted. The campaigns are extremely well described, while accompanying maps make the descriptions plain and vivid. In the appendices we have chapters on the steps in the growth of the English constitution, Short Lives of Eminent Persons, Terms employed in English History, and a most useful list of Historical Tales in chronological order. A very full Index completes a work which will be found particularly useful to those preparing for examination. The book is too advanced for Matriculation candidates, but might be used with advantage by teachers preparing candidates for the Entrance Examination. Even B.A. students would find it profitable to run through the book, though it is scarcely up to the standard required for their examination. The low price of the book should be a strong recommendation to its introduction into India. Professor Meiklejohn's name is a guarantee for the general accuracy of the work.

The History of the English People, Vols. VII & VIII. BY JOHN RICHARD GREEN, M.A., *The Eversley Series*. Macmillan & Co., London, New York and Bombay. Price 5s. per volume.

We have received the last two volumes of Green's History of the English People in the Eversley Series. The edition is a most charming one and certainly a vast improvement on Green's *Short History of the English People*. It is an edition which every College Library should make an effort to obtain, for in the form in which it appears in the Eversley Series it is far more likely to attract the youthful reader than the closely printed copy with which most people are acquainted. There is no need for us to enter into the question of the merits or demerits of this great work. We believe that it is as popular as it was when it first appeared and met with an immediate and unprecedented success. Never before had the history of England been treated so fully from the social side, never before had so fascinating and picturesque yet vigorous a style been employed to tell the tale of the development of the English people. We think that the publication of Green's famous work in the form in which it lies before us will do much to increase if indeed that is

possible, the popularity of one of the most useful and most gifted of England's historians.

Bacon's Indian Elementary Atlas, BY G. W. BACON, F.R.G.S. London, Bacon & Co. Price one shilling.

This Atlas consists of 32 maps, many of these containing insets, illustrating the capitals of the country in which they are given or some important town. Altogether there are seventy-two maps, of which ten are on India and Burma. The maps are well-executed, the names being clearly printed, and not too crowded together. Besides a map for the whole of India, with insets of Calcutta and Upper Burma, North, South, East India are each given on an enlarged scale. Bengal has a separate map on an enlarged scale showing communication by rail, road and water. Two maps showing the rainfall of the different districts of India and the Ocean currents are useful additions. A copious Index giving the populations of towns completes the Atlas which can be recommended to Matriculation students as a good and cheap Atlas. We think it would have been better to have kept to one spelling in the different maps. For instance Mysore is spelt in three different ways—Mysor, Mysore and Maisur; Bangalore is so spelt in one map and Bangalor in another.

Elementary Practical Physiography, BY JOHN THORNTON, M.A. Longmans, Green and Co., 1897. 2s. 6d.

The author of this book is already known to Indian students through his books on elementary and advanced physiography in the series of science manuals published by Messrs. Longmans, Green and Co. The present book has been prepared in accordance with the detailed physiography syllabus published sometime ago by the Science and Art Department of England. As the information and instruction given in it are largely based upon experiment, the author has specially used the term *practical* in the title. There is nothing specially noteworthy in the book, nor does it differ much in method from the many books we have seen prepared on the same syllabus. It is essentially an examination manual, and contains an appendix of examination questions containing the author's own as well as those set by the new examiners of the department. The book deals with those portions of physics and chemistry which come within the scope of the Matriculation curriculum. The Matriculation students may find the book serviceable.

Practical Domestic Hygiene, BY J. LANE POTTER, M.A., M.D., and R. H. FIRTH, F.R.C.S. Longmans, Green & Co., London, New York and Bombay, 1897. 2s. 6d.

The aim of the book before us is to furnish a knowledge of elementary hygiene to such as may desire it without possessing any previous knowledge. Con-

sequently a few special chapters are added on elementary physiology and anatomy in the beginning, some acquaintance with which is essential to a good understanding of hygiene. It has very often occurred to us why in the teaching of physiology in our college classes some teaching of hygiene should not be coupled. We have ourselves found this method infuse liveliness and spirit in the acquisition of a knowledge of physiology by the students. To such teachers and students who would like to supplement their knowledge of physiology with a knowledge of hygiene we can heartily recommend this book. It may also be safely recommended to the general reader, who will always do well to acquaint himself with the various methods of preventing disease.

Macmillan's Recitation Books, New Series. London, Macmillan & Co., 1897.

We have received a number of these booklets which are variously priced at one penny and two-pence each. Each book contains one or two poems specially suitable for recitation by scholars in different classes. A few lines are devoted to the author's life and chief works, while the text is sufficiently elucidated by short crisp notes. The paper used is stout and strong and the type is large and bold as it should be for young people who have to commit the poems to memory. The selection seems to us a good one, and we have no doubt that the series will be found useful in those schools where the good practice of memorising some of the best pieces of English literature is in vogue.

THE MADRAS TEACHERS' GUILD.

Teachers wanted.

1. A trained Christian F.A.
2. A Christian B.A., trained Physics.
3. A trained Physics or Mathematics B.A.
4. Two Eurasian undergraduates (Protestant) capable of teaching English and Latin.

Places wanted for

1. An experienced Christian graduate Headmaster who is eligible for a third grant.
2. A Physics B.A., L.T. (Tamil).
3. A History B.A. (Latin, Urdu), untrained Eurasian.
4. A trained Certificated F.A. (Tamil).
5. An untrained F.A., Christian (Tamil).
6. An untrained F.A. with ordinary certificate.
7. An untrained Physics B.A. (Sanskrit).
8. A Matric with First-class Normal Certificate.
9. A Eurasian B.A. Headmaster or College Assistant drawing grant.

10. A Sanskrit Chemistry B.A. (Tamil, untrained).
11. An untrained Certificated B.A. Mathematics (Tamil).
12. A B.A. Philosophy graduate (Tamil, L.T., Theoretical).

S. SATHIANADHAN,

Registrar, Teachers' Guild, Royapettah, Madras.

Educational Intelligence.

MADRAS.

The Teachers' College Day will be celebrated for the fourth time on Tuesday, the 21st December next. Mr. N. Vaithianatha Iyer, M.A., will preside at the public meeting to be held in the afternoon of that day.

"In the list of Examiners for 1897-98" (of the Madras University), says the *Indian Engineering*, "we see one name conspicuous by its absence from one and all the various branches—even that in which he is known to excel. We can only say the pity of it."

At the last meeting of the Senate of the Madras University, Mr. Stuart, of the Presidency College, was elected to the vacant seat of the University in the Madras Legislative Council. It is gratifying to note that one engaged in teaching has been elected to represent the University.

The monthly meeting of the Association of Women Teachers was held at the Presidency Training School for Mistresses, on Saturday, 18th October, at 5 p.m., when Mrs. Dunbar gave a most useful and instructive lecture on "Dress-making," taking for her subject a lady's shirt blouse. At the close of the meeting Mrs. R. S. Benson and Mrs. Brander proposed and seconded a vote of thanks to the lecturer, which was cordially adopted.

In a recent address by the Dewan of Mysore appears the following short paragraph about students' hostels in his province:—"Allusion may also be made to the commencement of the buildings which at a cost of half a lakh will form a suitable, comfortable and healthy 'Students' Home' in Mysore. A similar home will be provided for Bangalore at the same time. These Homes will meet a long felt want and will be a special boon to the many Mofussil students who come to Mysore and Bangalore for their education."

A Meeting of the students of the Kumbakonam College was held in the College Hall, on Friday, the 10th October, at 2-40 p.m., to express the great sorrow at the death of the late Rao Bahadur S. and to convey their kind sympathy

and condolence to the family of the deceased. The whole College was assembled in the Hall with Professor M. Rangachariar, M.A., in the chair. The Chairman in opening the proceedings stated in feeling terms the reason why they were met in the Hall, and spoke warmly of the many good qualities which the deceased gentleman possessed. He asked the students to follow in the footsteps of the deceased. After finishing the introductory speech, he called upon one of the students of the Senior B.A. class to move the resolution of condolence to the family of the deceased. It was carried solemnly, all present rising from their seats.

THE MADRAS TEACHERS' GUILD.—At the request of Mr. Duncan, the Acting Principal of the Teachers' College, the Members of the Madras Teachers' Guild paid, on the evening of the 6th instant, a visit to the Teachers' College. The members assembled in the Central Hall at about 2 p.m., and, after a few words of welcome, they were taken by Mr. Duncan round the buildings of the College and the Practising School, during which they were shown Bontines, the Progress Registers, the criticism lesson lists, and other things pertaining to the work of a training institution. The members re-assembled in the hall, and, as specimens of work done in the institution, two lessons, a model lesson by a teacher and a criticism lesson by a graduate student, were given. The assembly dispersed after a vote of thanks to Mr. Duncan and his staff for their kind reception of the Members of the Guild.

On the evening of the 15th October His Excellency the Governor distributed the prizes to the successful students of the Ennaculum College, Cochin. At the conclusion of the distribution of prizes, His Excellency delivered a short address, in the course of which he made the following remarks on the system of education obtaining in this Presidency:—"There is one announcement made in the report of the Principal which gives me particular satisfaction, and that is that a second Sanskrit Pandit has recently been placed on the teaching staff of the College. In my humble opinion, education in the Madras Presidency has perhaps gone a little too fast and has been a little too radical. I should personally, have preferred, if I had had the starting of the educational system in this country, to have built upon what already existed, rather than to have destroyed and have begun on a new foundation. I should have preferred to expand and improve Eastern ideas, and not to substitute for them in their entirety our own Western ideas. I should have preferred to improve and brighten the old lamps, rather than exchange them for entirely new ones; but I fear what has been done cannot be undone, and we must make the best of the present situation."

On behalf of the Madras University Union, Rev. Acheson Williams gave a magic lantern lecture on University life in Great Britain, at the Anderson Hall, on the 21st October last. The lecturer gave a short account of the University life in Great Britain

and in India, and in drawing a comparison between the two, said the difference mainly lay in the matter of social intercourse. He dwelt on the special facilities afforded to young men in that country for the broadening of their intellects and gave a succinct narrative of one of the greatest Universities in the world—the Oxford University—and showed the grand and picturesque buildings of the University and its affiliated Colleges in that City by slides with appropriate historic accounts of each. The Cambridge and the Dublin Universities with the colleges in the two places were next shown. The Houses of Parliament and the Tower were next seen in view as also the most eminent personages remarkable in politics and literature—Mr. Gladstone, Mr. Balfour, Mr. Chamberlain and Alfred Tennyson. With the Prince of Wales, the Duke of Connaught, the Duke of Cambridge and lastly Her Majesty the Queen-Empress, the evening's lecture came to a close.

The Thomson Memorial prize, which will take the form of books selected by the Principal of the Medical College, Madras, will be awarded annually, on the recommendation of the College Council, to the Travancore student of the College or Apothecary department who gains the greatest number of marks at a competitive examination in Anatomy to be held during the last week of the Spring Session.

The question paper will be set and the other details of the examination carried out by the Professor of Anatomy, who will report to the council the results of the examination.

The examination will be open to students who have attended the class of Anatomy during the Autumn and Spring Sessions at the termination of which the examination is to be held.

The prize has been founded by the Thomson Memorial Committee of Travancore which has offered the sum of Rs. 500 for the purpose of founding a prize in the local Medical College in commemoration of the valuable services rendered by Surgeon-Captain Henry Thomson, M.B., during the period of his connection with Travancore as medical officer in charge of the Nair Brigade and British Residency hospitals. The Government have accepted the sum that has been offered as an endowment, and instructed the Accountant-General to arrange for its investment in 3½ per cent. Government paper in the joint name of the Director of Public Instruction and the Principal, Medical College.

On the morning of the 19th ultimo, His Excellency Sir Arthur Havelock paid a visit to the Maharajah's College, Trivandrum. His Excellency was received by the Principal, Mr. Mitchell, and conducted to the hall upstairs wherein all the students had assembled to present an address of welcome to the Governor. The address, which gave a short history of the High School and College, was read by one of the students of the senior class, and presented to

the Governor in a suitable silver casket. In replying to the address His Excellency congratulated the managers and students of the institution on its prosperity; and took occasion to give some whole-some advice on post-graduate reading. His Excellency remarked as follows:—"During the short time that I have been Governor of Madras it has been my pleasure and duty to preside as Chancellor of the University and distribute diplomas of distinctions won at that University. I must have distributed somewhere between 1,200 and 1,300 of such diplomas. It has often entered into my mind to think what the students who received at my hands those diplomas did afterwards with the education which they had received. It should be remembered that education up to that point is after all only a preparation, and that if it is to be made of real value and to be brought to the culmination of its intention, it should be followed by a judicious course of reading. If I have one word of advice that I would venture to give it is this that the students of this college and those who have gained honours and diplomas at the University of Madras should not consider that when they have attained those points that their work of education is finished. They should set before them the duty of perfecting them, and one of the best means of doing that is of strictly and carefully adopting a proper course of reading. Advice as to the course and reading that should be adopted should be obtained from your Professors and from those who know your particular qualifications and talents, of course governed to a certain extent by your own inclination."

The distribution of prizes at the Bellary Municipal High School came off on the 11th October with Mr. H. A. Stuart, Collector, in the chair. The proceedings began with the Headmaster's report which was interesting reading. The school within the last quinquennium has very nearly doubled itself in strength, the net cost per pupil having been reduced from Rs. 45 to the very insignificantly low sum of Rs. 3-6-0 during the period under report. "One important feature in the report was the rapid increase in the strength of the Mahomedan pupils." The number of Mahomedan pupils at the beginning of the period under report was 18 and now the strength is 118. In his concluding speech, Mr. Stuart first referred in feeling terms to the sad demise of Mr. Sadhu Seshayya, the veteran educationist, who was formerly Headmaster of the Bellary High School, when it was under the direct management of the Government. He deplored the loss which the whole educational world has sustained by the death of Mr. Seshayya. Continuing Mr. Stuart said that it was a noteworthy feature of this institution that it has a large number of Mahomedan pupils. He doubted whether any other school in the presidency has such a large number. The success which the Mahomedan pupils attained in the examinations of this school gave the lie to the prevailing misconception that Mahomedans are backward in their in-

tellectual capacity. He would only repeat the observation made by several experienced men that if Mahomedans are sent to school pretty early in their lives and kept sufficiently late they are capable of as much improvement as their brother Hindus. He pointed out the desirability of having interschool annual sports, and suggested that the Wardlaw College and the High School might arrange for such sports at their future annual gatherings, and he himself offered to contribute something towards prizes to be given away on such occasions. He lastly referred to the question of a new building for the school, and in doing so remarked that the present building was far from being in a satisfactory condition. He would, however, ask the Municipality not to look to an early prospect of having a new building for the school, but when the financial prospect of Government get better, he would be very glad to forward the wishes of the Municipality and the Headmaster with any suggestions of his own to the Government. And, until then, he asked the Municipality to be content with its present building by keeping it in good repair.

BOMBAY.

THE Hon'ble Mr. T. B. Kirkham, Barrister-at-Law, Educational Inspector, C.D., has been granted privilege leave for one month and seventeen days from the 1st of November.

"3192 candidates have been admitted to the Matriculation Examination in the various centres. Owing to the prevalence of plague, only 270 candidates have asked to be examined in Poona."

MR. TAIT, the Director of Anglo-Vernacular Instruction, Baroda State, and Principal of the Baroda College, has returned from furlough. He met with an enthusiastic reception from professors, students, and ex-students.

AMONG the successful candidates in the second examination for Medicine we notice the names of Miss Matilda Hunt, M.A., Miss Emma Smith, and Mr. Harry Macnee, son of the Headmaster of the Bishop's High School, Poona. Miss Emma Smith was awarded the Fergusson scholarship.

We are glad to publish the following list of successful students of the Victoria Jubilee Technical Institute, Bombay. Results of examinations held in September and October 1897, for full Technological Certificate, Mechanical Engineering, First Class (with the title Licentiate of Mechanical Engineering, 1st Class): in order of merit; Solomon S. Safadarally, the Power; Vithal N. Kalevar; Rustomjee

D. Lakdavalu; Trimbak R. Phanse; and Gajanan B. Sane. Second Class: Peroshaw S. Kapadia; Sebastian A. Vas; and Joseph J. Vas. Pass: Louis M. D'Souza. Cotton Manufactures—First Class (with the title Licentiate of Textile Manufacture, L.T.M.): Peroshaw N. Mehta. Second Class: Michael Barretto; and Harakhchad L. Shah. Additional Technology, Cotton Manufactures—First Class (with the title of Licentiate of Textile Manufacture, L.T.M.): Trimbak M. Pardhy, L.M.E.; Shavaksha J. Dubash, L.M.E.; Michael F. Alvare; and Edmund Hoogwerf, L.M.E.

FOREIGN.

SIR HENRY CRAIK, Secretary of the Scottish Education Department, in officiating at the opening ceremony at Grove Academy, Broughty Ferry, spoke on the subject of higher education. He said he was tired of hearing about what foreign nations were doing, because he believed that much of what was said was exaggerated. In Great Britain, a great deal of sound work was being done, and technical education of a character of which no foreign country would be ashamed was going on. He had often found, going among foreign educational administrators, that they were quite ready to praise much that was being done in Great Britain, and to doubt whether everything they had was first-rate. While he had a great respect for philanthropic and missionary effort to improve the leisure hours of the poor and the young, he felt that the higher education must not simply amount to giving occupation for the leisure hours. If evening continuation schools and the higher classes of the day schools were to be a success, a systematic course of training must be given, and this training must be practical in its aim, and appeal to the higher faculties of the pupils who came within its range.

A SCHOOL of ethics and social philosophy was formed last month in London on the model of the lately started school of economics. The general committee includes the Master of Balliol, Mr. Leslie Stephen, Mr. R. B. Haldane, Mr. W. L. Courtney, Professor Sully and Mrs. Bryant. The aim of the new school is to approach social questions from the side of psychology and ethics. Special attention will be given to the bearing of recent psychology upon problems of education, and to the philosophical analysis of the structure of society and the functions of its organs. In addition to lectures on these subjects it is proposed to hold special classes for the study of philosophy in its various branches for which it is hoped lecturers from Oxford and Cambridge Universities may be available. Free Sunday lectures of a popular kind will also be given in connection with the school.

On the occasion of the reassembling of the London School Board for its first meeting after the summer

vacation, the Chairman, Lord Londonderry, in his annual statement, offered a review of educational work and progress in London during the past 60 years. He pointed out that, at the beginning of the Queen's reign, the greater part of the children of London were growing up in ignorance, because the means for their education did not exist. Splendid voluntary efforts were made after that time to meet the needs of the situation, and the persistent vitality of the voluntary system was shown by the fact that the accommodation provided by voluntary schools was only slightly smaller now than it was in 1871, when the State first took the question in hand. His Lordship proceeded to describe the quality of the elementary education given at the beginning of the reign, pointing out how utterly inferior it was in most of the private adventure schools, and that much was left to be desired in the public elementary schools. He then sketched the history of the various efforts made in Parliament to establish a State system, culminating in the Act of 1870, and laid stress on the enormous improvements, alike in methods and results, which had been effected under that system. Lord Londonderry concluded his address with an expression of regret that he was forced to say farewell to the Board.

SPEAKING at a congregation held on Friday, the 1st October, the first day of the Michaelmas term, the outgoing Vice-Chancellor of the Cambridge University, Mr. Charles Smith, expressed the hope that the recent statement of Cambridge's necessities will dispel the erroneous but widespread belief that the University is a very wealthy body, and that the funds at its disposal are amply sufficient to enable it to provide everything that is necessary for the continued advancement of science and learning; and that when the actual financial position is known the flow of benefactions for educational purposes may again be directed to the University. "It cannot be too strongly emphasized," the speaker went on to say, "that what we require at the present time is not so much donations for the founding of special prizes and scholarships, as benefactions for general academic purposes. I am very glad to say that one such benefaction has already been promised. I received in the Long Vacation a letter from Mr. A. J. Balfour to inform me that a friend of his, who desired to remain anonymous, wished him to communicate to me his intention of giving £2,000 for University purposes, in four instalments, the first of which has already been paid. I am sure that we shall all re-echo Mr. Balfour's wish that this generous benefactor will find many followers." Mr. Smith also took occasion to refer to the question of women's degrees, and said that the vote taken last May would seem to show that it will be some years before the University will be prepared to grant any further rights or privileges to women students.

By the enterprise of the Leicester corporation, led by Sir Thomas Wright, Chairman of the

Technical and Art Committees, and aided by the authorities of the South Kensington Museum, the Education Department of the French Republic, and local donors, an imposing pile of art and technical schools has been opened at Leicester. The cost of the new buildings and site is just under £40,000. Two of the floors are devoted to technical instruction in hosiery and boot and shoe manufacture, with a full complement of all kinds of old and new machinery showing the development of the processes of manufacture, engineering, plumbing, dyeing, painting, &c. The art school has also been enriched by the Art Departments of France, which have provided casts and other art objects from the Musée du Trocadero, Paris. A portion of the roof of the building is flat, and on this a conservatory has been erected for plant-life studies. The whole of the funds for the new buildings will be provided out of the excise duties, or what is commonly called "beer money."

Educational Notes.

In the schools of Saxony fines for non-attendance at school are rigorously enforced, or in default short terms of imprisonment. Offences against the authority of the teacher or the order of the school are similarly punishable, and the law is strictly enforced. Business at home, or trade employment of any kind, is never to be accepted as an urgent ground for absence from school.

The morals of the children attending the continuation school in Saxony are carefully attended to. The discipline extends to the behaviour of the scholars outside the school, visits to public dancing halls, and to all such exhibitions as are dangerous to uprightness and purity of character are strictly forbidden. To effect this the school committee may stigmatise certain pleasure resorts as of a vicious nature, and students must not attend them.

The death is announced in London of Miss S. T. Godfrey, Governess to the Princesses of Mysore. She took up the appointment at the end of 1893 and went to England last June on six months' leave. The news of her death was most unexpected and was the cause of heart-felt sorrow among the members of the Royal Family and to her many friends in Southern India. During the time she held the appointment she not only discharged her duties most satisfactorily, but endeared herself with her many social qualities to Her Highness the Maharani and her Royal pupils.

A very important work is about to be issued from the Clarendon Press, Oxford:—"Hindu Manners, Customs, and Ceremonies," by the famous Abbe J. A. Dubois, translated from the author's later French MS. with notes, corrections, and biography by Mr. Henry K. Beauchamp, Editor of the *Madras Mail*. The work will be accompanied by a portrait of the Abbe. The earlier English edition which has been so widely consulted and so frequently extolled is not in reality a complete or true representation of the learned Missionary's long labours in the field of original research. Mr. Beauchamp has had the assistance of the Madras Government, and the new edition is sure of a warm welcome.

In one of the round-table discussions in the pedagogical department of the University of Chicago, speaking of the pedagogical training of teachers, Dr. Dewey pointed out that there were four distinct needs to be met in as many different ways. These are: An insight into the structure and workings of the individual, afforded by psychology; a knowledge of existing school systems afforded by observation and personal experience, reinforced by reading and lectures, upon previous school ideas and systems, and contemporary school theory and practice elsewhere; a command of the working technique of the school obtained by personal experience, by contact with model and practice schools, reading and lectures; and last of all, a knowledge of the science of pedagogy as such—consideration of educational ideals, values and fundamental principles.

The volume of "Special Reports on Educational Subjects" recently issued by the Education Department of England draws special attention to the "School journey", which is employed in Germany as a device for making the hours of recreation a continuation of the school course. The Germans, the report tells us, "make an earnest and an honest attempt to put the child into proper relations with his environment and with mankind. Dates do not matter much in the history study, but the children must realise the worth of great men and their influence upon the history of their land. The length and the names of all its tributaries are not important, but the child must know why it

flows in certain directions and why great towns are built on its banks. The aim of German primary education is to make children see truly, think clearly, and speak and write intelligently about what they see and think, and the school journey furthers this aim."

SIR JOHN LUBBOCK, M.P., delivered his presidential address at the Salts Schools, Shipley. The word education, he said, used to be confined in many cases to the education of the mind, whereas now it was threefold. There was the education of the body, the mind, and the heart; and there was no doubt that the education of the heart was the most important. He believed that the spread of education has had a marvellous effect in emptying our prisons and diminishing our crime. He did not think education has had the same result in France, and that was, he believed, because in that country the education of the heart, which we so much appreciated, had been neglected. If England were to retain the position she held to-day many things would be necessary. She must have a strong Army and Navy, wise statesmen, good technical education, and last, but not least, moral and religious people, and, he hoped, friendly relations between all the different classes of the community.

The following weighty words of the Archbishop of Canterbury, though addressed specially to the clergy as teachers, apply equally to school teachers of all grades: "I have been for many years more or less engaged in teaching, and long ago I came to perceive what is visible very quickly to a school-master, but not always to a preacher—viz., that no man can teach who has stopped learning. A man must go on learning to the end of his time if he is really to teach. A man who is teaching a school ought to prepare every separate lesson with careful study, otherwise he will not really produce the effect he wants on the pupils. The fact is, that the moment a man has ceased to be a learner he is not in the right attitude of mind to get those whom he teaches in the attitude of learning. The learners always learn much more from the way in which things are put to them than from the things themselves; and if a man puts what he has to say in the form in which it comes to

his mind because he is himself studying, he will get others to follow his teaching and understand it. If a man is really a student as well as a teacher, he brings a kind of freshness in his teaching, which nothing on earth besides can give him. A man may often say that he is going into the Sunday school to take a class, and that he must teach exactly what he knows himself. He may think it is unnecessary to consider the matter beforehand because he knows it already. The result is that the lesson he is giving is stale to his own mind, and everybody may be certain that if what he teaches is stale to his own mind, somehow or other it is stale to other people."

The following prophetic accounts of ideal schools in the twentieth century given at the last annual meeting of the National Educational Association of America must interest all teachers:—

The schools of the twentieth century will be free. The nineteenth century schools are called free because attendance at them is free. The child will be free in twentieth century school. Free growth is the only full growth. The coercive, mandatory, compulsory spirit will become but a shameful memory when teachers aim to develop the divinity in the child, instead of making their supreme purpose the restriction of its depravity.

The child will be trained to find most of its problems in the twentieth century school. Problem discovery is more educative than problem solution, and infinitely more useful to the individual and the race.

Teachers will not try to dominate the interest of the child in the twentieth century school. The pupil's self-active interest is the only persistent propelling motive to intellectual effort. The child's self-active interest is dwarfed by the substitution of the teacher's interest for its own; interest power is blighted, the tendency to self-activity of interest is weakened. Teachers will learn that their duty is to supply proper conditions and environment. The child's interest acts spontaneously under appropriate conditions.

Teachers will distinguish clearly between responsive activity and self-activity, between expression and self-expression in the twentieth century

school. Self-inactivity includes the motive as well as the activity, the initiative as well as the executive activity. It must be originitive as well as operative, or selfhood is not developed. The neglect of selfhood and the warping of selfhood have been the greatest evils of school-life in the past.

The schools of the twentieth century will give increased attention to physical culture, to arrest the physical deterioration of the race, and strengthen it intellectually and morally; they will give manual training for educational, not economic reasons, and to all children, especially to younger children, instead of to senior pupils, as at present; they will teach art as the highest form of human expression to qualify for clearer interpretation of the artistic ideals of the leaders in human evolution, and to enlarge the expressive power of humanity; and their supreme purpose will be to develop a strong, self-reliant, self-directing individuality, and train it by the experiences of school-life to become a co-operative element in an inter-dependent community.

At Mason College, Birmingham, last month, the Rev. J. P. Mahaffy, D.D., Professor of Ancient History in the University of Dublin, delivered an address on education. He said that education was now so vast and complicated a subject that a man who ventured an address upon it felt like the traveller facing the great tangle of a tropical forest. They had not only in the jungle of modern education old seats of learning pursuing a well seasoned system but all manner of new establishments. Yet they found that the race for distinctions was after all practically confined to the rich, and that the poor had been gulled out of their expected privileges. He asked were the poor of England happier than they were thirty years ago? He did not think any careful inquirer would assert that. If there was less misery and squalor in the homes of the poor who had attended the Board schools, there was certainly more discontent. It was only to rare and exceptional men and women that knowledge was virtue and ignorance vice. Education would teach a hundred men to evade the consequences of vice for one whom it would persuade to abandon vice, and if it did not, crimes of violence appear disgusting and encourage them, it might make cri-

even more attractive than they were. He cited one other much larger field of evidence which pointed in the same direction—the effect produced by the last thirty years' education of the English people in disseminating higher and purer literary taste. The testimony of the booksellers had been given that, together with the great increase in the quantity of reading, there had been a distinct decline in the reading of the English classics a decline therefore in the quality of the reading. Was it, indeed, a progress in culture that the reading masses discarded Scott for Stevenson, George Eliot for George Meredith, the *Times* for the *Telegraph*, the *Quarterly* for the *Strand Magazine*, and Jane Austen for Marie Corelli? With regard to systems of education which endeavoured to do more than diffuse mere reading, he asked, was it true that higher knowledge and higher culture were more easily obtained than they were in bygone generations? As one who had for over 30 years regularly examined a large number of boys for Matriculation who came from all the higher schools of Ireland, and many also from the public schools of England, it was his deliberate opinion that the average preparation of boys in Ireland was much inferior to what it was when their schoolmasters were free to teach according to their lights, and this modern system of pressure and competition did not exist. He heard also from Oxford and Cambridge friends that the English school-boys, if they had not lost, had gained nothing by the more recent school system in England. What had the legislation of the last 20 years done to fit our workers in technical skill for the great and growing competition of the foreign producers in the case of agriculture? The answer was most melancholy. In discussing the more important causes of failure and the possible improvements in our educational system, Professor Mahaffy said that he might at once lay aside these obvious and confessed blunders which every sound educator had railed against from the beginning. None of them would gainsay the principle now frequently forgotten or ignored in their theories of education, that they should strive to make the rising generation, not only abler thinkers and workers, but better men. Wrong views seemed to him to be fostered by a very misleading phrase, the object of education was to raise our poorer classes something higher. It was supposed

to mean that modern education would raise our poorer people out of the station in which they were born and put them into some other station which they considered higher and more lucrative. What blunder could be more fatal? How vastly we might gain in England if it were the habit among the landed gentry to educate one of their sons as an agriculturist, so that in time, when farms were not easily let, he might take up and work on more intelligent principles the vacant land and show how a profit could be made by superior skill when the ordinary methods were found wanting. Notwithstanding all the defects of the present educational system, the Professor expressed his faith in the practical character of the English people, and pointed out that, provided they were in earnest to do their best, there might be great teachers and brilliant pupils in a very poor and defective system.

For more than a year Professor Johnston, of Aberdeen, has been contesting the decision of the University Court, which suspended him from his Chair of Biblical Criticism on the ground of the students' dissatisfaction with his lectures. The authorities appointed an interim lecturer for the past academical year, and were credited with the intention of renewing the appointment; but Professor Johnston has now informed them that he proposes to resume the duties of his chair at the beginning of next session, and has at the same time called upon the Scottish Committee of the Privy Council to protect him from molestation in discharging his duties as Professor.

A difficulty is undoubtedly created for the Court by this attempt of Mr. Johnston to resume his position. He has not yet been formally retired from his chair, for this cannot be done without the sanction of the Privy Council, which is not prepared to agree to so drastic a step so long as the University Court has not provided the Professor with a retiring allowance. The University has no funds out of which such provision might be made, and, as a matter of fact, Mr. Johnston still occupies the residence attached to the chair.—*University Correspondent*.

The Prussian Minister of Education was himself, when a boy, a pupil in a public elementary school. He cherishes the pleasantest recollections of his

school-days and a hearty respect for the devotion and abilities of his teachers. This doubtless explains the unswerving labour with which, during his tenure of office, he has sought to improve the position of the teachers in the elementary schools of Prussia, and to raise the lowest salaries to a point consistent with continued efficiency. On a recent occasion, the Minister told the story of his school-days, and recalled with humour and affection the characteristics of his early teachers. "I have a soft place in my heart," he said, "for the Prussian elementary school and its teaching staff. I do not say this in order to gain the support of any teacher. Far back in my life lies the reason why I have so great a respect for the Prussian *Volksschule*, and why I entered into my office as Minister of Education with so strong a feeling of personal obligation to repay what it had done for me. I had the good fortune as a boy to be sent to a public elementary school. If any one had said to me in those days: 'You will one day be the head of all Prussian education,' I should hardly have believed him. But wonderful are the ways along which we are led. And I have said to myself that I am under a great debt of gratitude to the elementary school and must seek to repay it." Then Dr. Bosse went on to describe with extraordinary vividness the methods and personal characteristics of his early teachers. Of one he spoke in these words of deep regard: "This simple teacher in an elementary school had the greatest influence on my development. In later life I have made the acquaintance of very few men for whom I have conceived such respect as for this teacher. . . . He taught history in a way which I have never seen equalled, not even in the Universities. You will hardly believe me when I say that, throughout my time in the secondary school, I never heard the ancient history of the German people described with such force and completeness as in my earlier days by that elementary-school teacher." Dr. Bosse also spoke in warm terms of the mathematics lessons which he received from another teacher; and, of all the members of the staff of this little school in Quedlinburg, he said that they were models, both of professional efficiency and of upright life. To us in England these passages from the autobiography of the Prussian Minister of Education will suggest many reflections. What wonder is it that love and respect for education have struck

their roots so deep in Prussian life if a man of the intellectual eminence of Dr. Bosse can thus testify to the stimulus which he received in early boyhood from the teachers in an obscure elementary school? What a high standard has long been reached in the people's schools in Prussia! What infinite possibilities of influence lie in elementary education, if its teachers rise to the height of their calling and spare no pains to bring their work up to the highest points of possible efficiency!—*The Journal of Education* (London).

CONSIDERABLE attention is now being given in Germany to the question of measuring the brain-fatigue of pupils in schools, with a view to so adjusting the curriculum and order of studies as to make the most economical use of the intellectual strength of the scholars. Herr Otto Janke, writing in the *Pädagogische Zeitung*, thus tabulates the subjects of instruction in the order of the severity of the demand which they appear to make on the pupils' attention: (1) *Hard*:—Latin, French, English, Geometry, Arithmetic. (2) *Somewhat less hard*:—Mother-tongue, Natural Science, History. (3) *Medium in difficulty*:—Geography. (4) *Somewhat easy*:—Natural History, Religion. (5) *Easy*:—Drawing, Writing. This classification seems open to a good deal of criticism. As Herr Janke points out, much depends on the method of teaching the subject and on the matter of the particular lesson. For example, mathematical geography is much harder than merely descriptive geography. And in German it is the grammar which presents the difficulty, reading being comparatively easy.—*The Journal of Education* (London).

ACKNOWLEDGMENTS.

We beg to acknowledge with thanks the receipt of the following remittances on account of the **EDUCATIONAL REVIEW**, during October and November 1897.

The Headmaster, Native High School, Calicut, for 1895 and 1896	Rs. A. P.	10	0	0
The Headmaster, M. P. Mission School, Guzaranwala, Punjab, for 1896		5	0	0
The Headmaster, Pachaiyappa's High School, Conjeeveram, for 1896 and 1897		10	0	0
V. Venkayya, Esq., M.A., Bangalore, for 1897		5	0	0
R. Srinivasa Iyer, Esq., Rangoon, for 1897		5	0	0
V. Ramaswamy Iyer, Esq., Madras, for 1897		5	0	0
K. B. Ramanathier, Esq., Madras		7	0	0
The Headmaster, Native High School, Palchat, for 1895 and 1896		10	0	0
B. C. Ramaswamy Iyer, Esq., Udumalpet, for 1897		5	0	0
V. Sankara Menon, Esq., Egmore, for 1896		5	0	0

University of Madras.

The following books will be found useful for Candidates preparing for the Examinations of the University of Madras. They may be obtained from any bookseller in India or from MESSRS. MACMILLAN & CO.'S DEPÔTS, 17, Elphinstone Circle, Bombay, and 7, New China Bazaar Street, Calcutta.

Matriculation Examination, 1898.

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The Educational Review.

With a depreciated rupee which shows no tendency to rise in value, the question of what to do with the sons of Anglo-Indian parents is an all-important one. An increasing number of such boys is being edu-

cated in this country, and the period of the education of Anglo-Indian boys in England is being seriously curtailed. The difficulty of providing suitable appointments for such boys in India is becoming a serious matter. As with Indians, so with English boys, the avenue for an honourable career is sought chiefly in the avenue of Government service. This is not surprising when it is remembered that in India most professions are in the hands of Government, and when once an entrance to them is effected, fixity of tenure is secured and promotion sure, if slow. While this is the case, we think it a pity, however, that the sons of Anglo-Indians should base all their hopes on Government service. Englishmen in the past found commerce in India a lucrative undertaking, and, although at the present day, "some departments, no doubt, are played out, and have no room for fresh recruits, yet many others are only waiting for fresh blood and energy to develop their resources." These last are the words of a leading Calcutta merchant, and they only confirm what we have asserted more than

It was the Archdeacon of Calcutta who quoted these words at the annual distribution of prizes at St. Paul's school, Darjeeling, the Headmaster of which seems to be of opinion that Government ought to make better provision for the employment of European lads in this country. Apparently the Local Government discourages European boys entering for the Calcutta University examinations, and, as an alternative, is considering a proposal for an Honours High School examination, success in which is to qualify for Government service. And this is well, for no Government should be content with any but the best available talent for its service. But we should be sorry if Government service monopolised all the best men, for we think that there is still plenty of room in other departments for natural talent, and that both they who possess such talent and the country at large will have their interests best served, if ability and energy are exercised in those directions other than Government service to which we have alluded.

In the United States, Universities, like towns, spring up with the same celerity as mushrooms. The country is studded with them and their number and flimsy character tend to bring the whole system of University education into contempt. The Americans fitly pride themselves on the opportunities which their country offers of giving a good education to all alike. The building of the High school, situated as it is in all quarters of the country, must afford a substantial incentive to the poorest boy of the district, who is aware that its advantages are at his disposal, that he may rise without let or hindrance from the Primary school to the Grammar and so on to the University, also

conveniently situated in the immediate neighbourhood. The number and the superficiality of character which attaches to these latter institutions are matters to be regretted; but it must be remembered that these Universities satisfy, in part, at the lowest possible cost, as does the University Extension Scheme in England, the intellectual craving of the poorer classes. If it were simply a question of extension at the expense of intension all might be well in time; but, in the struggle for existence, some of these Universities are prostituting the cause of education by the open and shamefaced sale of shoddy degrees. The Americans themselves are fully alive to this evil. The New York *Nation* writes "that shadowy, if not shady, institution 'the National University of Chicago,' which has been selling degrees in England, finds an unblushing defender of its unblushing methods in the person of 'F. W. Harkins, Chancellor.' His philanthropic endeavour is to bestow a 'boon' on the 'many' who otherwise would never have known a college course or would have missed the enjoyment of its highest honours." This boon and these higher honours any worthy person may obtain from the National University of Chicago on the payment of a suitable fee. The 'Chancellor' indignantly denies that his fee is as low as \$5 (£1). The mere rumour that such is the figure has deluged him with 'applications.' Applicants are informed that they must not expect a degree at less than the cost of the engraved diploma. The Chancellor spurns \$5, but we should hate to expose him to the temptation of \$5.67. His letter is of a piece with the impudence and fraudulent nature of the whole affair, and shows in what delightful ways American ideas and institutions are publicly condemned to foreigners."

It is difficult to see how such a disgraceful state of affairs can be amended either by State or Federal action. Such institutions might be gradually weeded out by public opinion and by the demand for a high standard of University education. This latter will be the best check on the reckless increase of Universities which are such only in name. In India with close on three hundred million people, we have but five Universities in all. The areas over which these Universities preside are so vast that, as a result, local needs are sacrificed and the direction of affairs tends to be monopolised by the few favoured ones of the Presidency town. A limited increase of Universities in India, therefore, is not altogether undesirable, but if such a consummation could only be attained at the expense of efficiency, we should prefer to accept the existing anomalous system.

Mr. Monro, the Inspector-General of Education in the Central Provinces, is to be congratulated on the very satisfactory report he has been able to submit to Government on the progress of education during the five years 1892-97, in spite of the fact that the Central Provinces, during the greater part of that period, had been suffering from serious distress resulting from famine. No better proof can be given of the effects of the widespread distress than the fact that while the number of institutions has gradually increased from 1,856 in 1891-92 to 2,264 in 1896-97, the number of pupils has steadily decreased from 140,664 in 1893-94 to 134,668 during the year under report. Mr. Monro sums up the main features of the work done during the five years reviewed, and from his summary we extract some of the most

striking items. There has been a most remarkable extension of Primary education resulting in a total increase of 41.2 per cent. in institutions, and 38.2 per cent. in the numbers attending such institutions. The Inspecting Agency has been correspondingly increased, eight new officers having been appointed for the work. At the same time efforts were made to popularise Primary education by simplifying the curriculum and shortening the hours of study. All this is highly satisfactory, for nothing but good can result from the extension of Primary education in India. But apparently this result has been achieved at the expense of higher education. The Government closed the High School department of the Jubbulpore College, and the fee rates in the colleges were raised. The general fee revenue has in fact increased by over 33 per cent. during the last five years. The policy of the Government has been to encourage studies of a more practical character than those which obtain in Indian Colleges, and accordingly Agricultural and Engineering have been duly encouraged. Lastly, we note with great pleasure that the period under review "has been specially remarkable for the extension of the hostel movement." All the colleges, most of the high schools and the middle schools, have been provided with fairly adequate boarding houses. Libraries have been established in these hostels and placed under the charge of the boys themselves. "It was thought that the quasi-ownership imparted to the libraries by their being placed in charge of the boys themselves would create an interest in them and cause boys to resort to them." Apparently, such has been the effect, and moreover the scheme has been an incentive to contributions, municipal and private. In connection with the new

tion of moral training we notice that physical training has been equally encouraged. Field Games Associations have been established at Nagpore and Jabulpore, and the native system of gymnastics has been introduced into Primary schools. Altogether the report is satisfactory reading, and the Central Provinces are to be congratulated on the remarkable progress they have made in spite of exceptionally adverse circumstances.

* * *

We notice in the Report on Public Instruction in Mysore that many complaints are brought against the Deputy Inspectors. The majority of them apparently take very little interest in the "Village School Committees." In some cases they complain of the uselessness of such institutions, whereas the Inspector-General is of opinion that village school committees do really perform useful work and that their sphere of usefulness would be considerably extended if the members received a little kindly advice and encouragement from the Deputy Inspectors. Again we read, "The Deputy Inspectors have not exercised careful supervision over the attendance of Primary Schools. The monthly attendance returns are not scrutinised by them with care, nor do they make prompt inquiries into the causes of declining attendance when village schools show a decrease in the number of pupils." The drop in the total attendance at such schools is a serious matter, and we can only hope with Government that future reports will show an improvement and that there will be no ground in the future for further complaint against the Deputy Inspectors as a class. Once more the Deputy Inspectors are charged with neglect of the interests of Night School. Government offers every inducement to masters to open such schools. The Inspector-General remarks "that the advantages offered by the rules have not been availed of can be attributed only to the apathy or want of energy of the inspecting officers. Several of them appear to have given no encouragement whatever to village school-masters to open night classes." These complaints, which the Mysore Government appear to think are justified, would seem to point to a radical defect in the organisation of the Educational Department, viz., to a want of due control over the Deputy Inspectors. The Inspector-General, whose title would seem to indicate that his chief duty is to inspect schools, refers under the head of "Controlling Agencies" to the increasingly heavy clerical work at his office at head-quarters. This being so, it seems clear that the hands of the Inspector-General should be strengthened by the appointment of one or two responsible officers who could supervise the work of the Deputy Inspectors and ensure that thorough inspection of schools which is indispensable to efficiency in educational work.

* * *

Although the Mysore Government remarks, in reviewing the report of the Inspector-General, that there is a marked indication of educational progress, it is evident that there is much still to be done before an altogether satisfactory standard of education is reached in that province. The "Model State" is behind the Bombay Presidency in the percentage of scholars to the population of school-going age. In Mysore the percentage of boys under instruction was 28.97, of girls 3.75. In the Bombay Presidency for the same year (1894-95) the percentages were 28.79 for boys and 4.32 for girls. In the

Madras Presidency the corresponding percentages were 24.83 and 3.99. Judged from the point of numbers then, female education in Mysore follows in the wake of both the adjoining Presidencies. As regards boys it is superior to Madras and again inferior to Bombay. However, it is encouraging to note there was a slight increase in the percentage during the year under review with regard to both boys and girls. The number of public institutions rose from 1,797 to 1,908, while the number of pupils in those institutions rose from 88,398 to 86,521. There was a fall in the number of private or indigenous schools, but that was due to the transfer of many such schools to the rank of aided institutions. It is interesting to note that 81 per cent. of those under instruction were Hindus including 18,171 Brahmins and 13,079 Lingayats; 13 per cent. were Muhammadans. Of girls 76 per cent. were Hindus and 15 per cent. Muhammadans. We notice that the average cost of education is considerably lower in Mysore than in most places, but that the amount recovered from fees is still lower. For instance in the Arts Colleges only 8.7 per cent. of the average cost per student was recovered from fees, whereas in Madras as much as 25 per cent. was recovered from the students. In the High Schools the amount recovered from pupils was 37.16, whereas in Madras 50 per cent. was recovered.

We are glad to notice that the Mysore Industrial School is making favourable progress, and that it is appreciated by all classes of students. Out of 138 boys, two were Eurasians, eleven native Christians, twenty-three Muhammadans, twenty-four Brahmins, sixteen Kahatriyas, three Lingayats, and fifty-nine Sudras. The subjects of instruction were drawing, modelling, carpentry, iron-work, rattan-

work, brick and tile manufacture, pottery, weaving and masonry. The subjects of surveying and levelling are to be added. As much as Rs. 1,548 were realised by the sale of manufactured articles during the year. We fully endorse the remark that "the present accommodation for the school is insufficient." The same remark applies to the Mysore Normal School.

In reviewing the whole report, two desiderata in the Mysore educational system stand out prominently; the one, the want of a stronger and more efficient Inspectorate; the other, the need for a large increase of normal schools throughout the province.

* * *

The Annual Conference of the National Federation of Assistant Teachers was held last month at Bradford. This association promises to develop as

The National Federation of Assistant Teachers in England. rapidly as the National Union of Elementary Teachers. We think there is plenty of room in England for an association which subserves the interests of Assistant Masters as distinct from those of Headmasters. In the ordinary course of things the great majority of Assistant Masters in England, whether elementary or secondary teachers, can never become Headmasters. It is not a question of qualifications, for in this respect many Assistants are the equals of the Headmaster; it is simply due to the great disproportion between the number of Assistants and of Headmasters. This being so, it is but right that the salaries of the former should approximate much more than they do at present to those of the latter. There is no sense and no justice in giving Headmasters, in some cases, fifteen or sixteen times the salary allotted to their Assistants. Such a disproportion exists in a few

Schools, and even in the least objectionable instances, the Headmaster's salary is three times as great as his best-paid Assistants and many times greater than the salary of his lowest Assistants. The President of the National Federation remarked that the whole class of Assistant Masters were disappointed. He declared that in 1896, out of 10,394 certificated assistant teachers, 95, or less than one per cent., were promoted. "It was no wonder, then, that parents declined to place their lads in a walk of life where ability, industry, and high character were not sufficient to command a living wage, and there was need for great concern as to the future of the teaching profession."

THE "TIMES" AND THE TEACHING OF INDIAN HISTORY.

Never has an article made greater stir, at least in Indian educational circles, and never has there been less warrant for the assertions contained therein, than the *Times*' article on Indian Affairs of October 11th. We will, however, do the *Times*' writer, who is generally understood to be none other than Sir William Hunter, the justice to express our firm conviction that he would never have staked his reputation as an authority on Indian affairs by writing such an article had he written with the full facts of the Tilak case before him. The cross-examination for which, unfortunately, the *Times*' writer did not wait, fully explodes the idea that the language for which Mr. Pugh's client "stood in the dock was the natural outcome of the language taught in our Indian schools." Had he waited, he would have found that the counsel in his natural anxiety to save his client had sought to maintain an un-

for his using the great authority of the *London Times* and giving publicity to statements for which there is no ground, which have totally misled the public in England, and which have provoked, most justifiably, a large amount of bitter feeling in India, tempered, if at all, by good-humoured contempt. The article in question has attracted so much general attention, and contains, in addition to the specific error to which we have alluded, so many unfounded statements that we feel justified in disposing of it somewhat at length.

The *Times of India*, which acknowledges that it was at first led astray by the tactics of Mr. Tilak's counsel, has in a recent article cleared up a misconception to which the *London Times* has given a world-wide currency. In commenting on the statement of the *London Times* writer that "Government Depôts and Aided Government Schools teach the very doctrines, in almost the very words, for which more than one Indian Editor is now doing hard labour in gaol," the *Times of India* says—

This account of the matter is evidently based upon an imperfect acquaintance, not only with the facts, but with the case put forward by the defence in its final shape. At an early stage in the proceedings, Mr. Tilak's counsel made a very distinct endeavour to show that books taught in Aided Schools and sold in Government Depôts contained doctrine of the same character with that promulgated by the defendant. He elicited from one of the witnesses that a certain book calling on the people to rise and bear arms was written by a Government Educational Officer, was taught in Government Schools, and was sold in the Government Depôts. But on re-examination this witness admitted that he had not seen the book in a Government school; as to another book which was represented as being of the same character, he could say no more than that it had been given him as a school prize. The *Times*' writer seems to have missed this part of the proceedings, nor does he seem to have been aware that in his speech for

the defence, Mr. Pugh no longer sought to father those particular books upon the Education Department. The allegations which he has attributed to Mr. Pugh are, therefore, as much his own as the learned counsel's. It will be remembered that the two books referred to in the proceedings were the *Pushpa Vatika*, a collection of stories, and the *Balbodh*. Considering the prominence that the defence sought to give to these books, it may be well to set out the facts in regard to them. The first-named book was published in 1871. Major Caudy, the Marathi Translator to Government at that time, informed the Director of Public Instruction that the book was suitable for prizes, and might be encouraged. The Department bought a few copies, and sent them to Headmasters to distribute. There the whole matter ended, and the book was never used in schools, or sanctioned as a text-book. It has long been out of print, and the Curator is at this moment endeavouring to procure a copy. Mr. Pugh, in answer to a question from the Bench, said that the book was "published and sold" at the Book Depot on the Kalbadevi Road by the authority of Government. We understand that the book was never sold at the Depot. The attempt, therefore, to saddle this book upon the Department must be regarded as having failed. As regards the *Balbodh*, the facts are that it was produced by a vernacular press in Bombay in 1883; the Educational Translator reported well of it, and the Department bought the first seventeen issues, taking fifty copies of each. In 1885 the Translator reported that the *Balbodh* was no longer, as originally, a journal for children, but was developing political tendencies, and had mischievous historical articles. The Department immediately repudiated it, and ceased to countenance it in any way. It was never a text-book, and never even on sale at the Depot.

This statement puts very concisely what any one may read for himself in the published proceedings of the Tilak case. But even supposing that the learned counsel for the defendant could have substantiated his statement, there would still be no justification for the sweeping remarks of the *Times*' writer, who, because seditious sentiments are to be

found in an insignificant Marathi book, with little or no circulation, comes to the conclusion that seditious text-books are used in all Indian schools. But if sedition is rife in Indian schools, the state of affairs is much worse in Indian colleges, according to the same writer. He says:—

If we turn from the Indian schools to the Indian colleges, even more painful results are disclosed. For the child may fail to realise the deductions which follow from what he is taught. The keen-witted college youth not only perceives the corollaries, but he pushes them to their utmost length. Moreover, while Government but partially controls the Aided Schools, the higher education of the State Colleges and Universities has from the first been under its immediate direction. The Indian Universities were expressly exempted from the scope of the Indian Education Commission, and they are at this day exactly what Indian Viceroys, Indian Governors and Lieutenant-Governors, and Indian Legislative enactments have made them. Much of their work is excellent. As law schools, medical schools, linguistic schools, they have created a new world of intellectual activity in India during the past forty years. But when they touch the history or political condition of India, they often exhibit the same defects as the historical teaching in the lower schools. They shrink from telling the Indian student of the present the plain facts of his country's past. This, too, in spite of the many able professors engaged in the work of higher education in India.

In making these statements the writer does not seem to be aware that the subject of Indian History has only within the last two or three years been generally taught in Indian colleges. Incredible as the statement must appear, it is none the less a fact that the Madras University, for instance, until two years back, while prescribing minute courses in the history of ancient Greece and Rome, the multitudinous States of medieval Europe, and of modern England, altogether ignored the subject of Indian history. Then again, so far as

the Madras Presidency is concerned, almost, without exception, the professors of history are Europeans. It would be interesting to know on what grounds the writer bases his insulting remarks that "They shrink from telling the Indian student of the present, the plain facts of his country's past. This, too, in spite of the many able professors engaged in the work of higher education in India." They are gentlemen who will meet such a remark with the contempt it deserves.

When we proceed to the subject of text-books, we find that the *Times*' writer's statements are as unfounded as those of which we have disposed—

The text-books for the University course are selected by committees in which the strongest party usually consists of natives, many of them educated on such works as those quoted by Mr. Pugh. Their desire is to show that their country has been politically great in the past, that it is politically prostrate in the present, and that it ought to make itself politically great in the future. With these aspirations, if they represented the actual facts, most Englishmen would sympathise. But they do not represent the facts. With the Indian text-book writer, history is less often an affair of accurate research than of patriotic feeling. In some cases, as in the Calcutta University, the results have been such as to arouse protests from the native Press itself. Is it surprising, when they come themselves to sit on text-book committees, that they should choose works which fall in with their own views?

If the writer were any other than the author of the famous articles on "Indian Affairs," and the paper which gave currency to his views, any other than the *Times*, the best answer to such a farrago of nonsense as that which we have just quoted would be to leave it unanswered. But let us deal with it all-seriously. On the uninitiated, the assertion of the *Times*' writer would leave the impression that the text-books in use through-

out India were of the same kind as the two insignificant and contemptible Marathi books already named. There is no need to enter into the question whether "the text-books for the University course are selected by committees in which the strongest party usually consists of natives, many of them educated on such works as those quoted by Mr. Pugh." Such a statement is as misleading as the rest of the writer's assertions. Whatever may be the case at Calcutta, such a statement is certainly not true of the Madras University and some others. However, this is immaterial to the question under discussion. The real point is what are actually the books prescribed by the University Committees—be those Committees mainly composed of native gentlemen or not.

Let us first take the Calcutta University, an institution which the writer specially selects as the object of his attack. Two or three years ago this University prescribed "Dutt's History of Ancient and Modern India" in place of Sir W. Hunter's 'Brief History of the Indian Peoples.' Now we have not a word to say against Hunter's History of India. We think it, on the contrary, an excellent little book. But we think the same of Mr. Dutt's small work which gives special attention to early Indian history and which has the additional advantage—a most important advantage in India—of being cheap. We have carefully examined the book, but can find no traces of that sedition which the imagination of the *Times*' writer conjures up. Mr. Dutt impartially embodies the result of modern criticism on the administration of Warren Hastings, and the fact that this writer, a retired Bengal civilian, has been appointed Professor of Indian History at University College, London, shows that a body of educated Englishmen confirms our estimate of that

gentleman's ability and integrity? Is a University to be charged with sedition because it prescribes for the Entrance Examination, and thereby encourages native talent, an excellent school history of India written by a native gentleman, rather than Sir William Hunter's 'Brief History of the Indian Peoples'? It is preposterous that a gentleman of the reputation of the *Times*' writer should have brought up such a charge based solely on the incident to which we have referred. It can be none other than this incident of which he is thinking; for in the B.A. course, the only other course in which Indian History appears as a subject of examination, the 'seditious' committee concerned has prescribed Elphinstone's 'History of India,' and Wheeler's 'Short History of India'! Possibly this writer sees 'sedition' even in these orthodox works! The public will await with impatience the appearance of a work suitable for the B.A. course stamped with the unimpeachable authority of the *Times*' writer himself! With regard to the Bombay University, apparently no book is prescribed for Indian History in the Matriculation Examination, but in the B.A. course Meadows' Taylor's Student's Manual of the History of India is recommended. At the Madras University, Sinclair's History of India is the book invariably used by Matriculates, while for the B.A. optional history course, though no books are prescribed or recommended, Wheeler's 'Short History of India' and Dutt's *Ancient India* have been semi-officially recommended, and are almost universally used. In the Allahabad University, Lethbridge's *Indian History* is prescribed for the Matriculation; in the Intermediate examination, Keene's 'Madhava Rao Scindia' and Lyall's Warren Hastings are the authorised books; while for the B.A.; Strachey's 'Hast-

ings and the Rohilla War' and Temple's 'Life of Thomason' (Rulers of India Series) are prescribed. At the Punjab University, Talboys Wheeler's "Short History" is the recognized work on Indian history. As a matter of fact, then, out of all the books prescribed in Indian History by all the Indian Universities, only one University prescribes one single history written by a native gentleman and that, too, for one examination only, the entrance examination. So much then for the truth of the *Times*' writer's statements. Had he been inclined to take the trouble, he would have found that throughout the greater part of India, the books employed in both schools and colleges are those written by Englishmen of recognised authority. Had he taken such trouble he would have saved the uninitiated public in England and India from a gross misconception, those interested in the subject some annoyance, and himself the mortification of knowing how baseless and unjust his assertions are!

If, then, Indian schools and colleges are hotbeds of sedition, we have shown conclusively, we trust, that the Indian history text-books are not to blame, and that is the main question, so far as the *Times*' writer and ourselves are concerned, which is at issue. Whether sedition, direct or indirect, is taught in some schools and colleges, we cannot say any more than can the London writer. If a teacher or a lecturer is seditiously inclined, he will find opportunities for giving vent to his feelings with the most orthodox text-book in his very hand. For our own part, however, we are inclined to think that most teachers and lecturers are too anxious for the welfare of the work in hand to lose their time in imparting seditious views even if so inclined. What political aspirations do exist are the result not of the text-books used, nor, in our opinion, of the

teaching, but are the direct outcome of the whole policy of the British Government during the last fifty years. With the expediency of that policy we are not here concerned, and even if it were admitted that that policy is inexpedient, it would be a question of very grave import whether it would be wise at this time of the day to change, or even to modify, that policy. But as things are, it is unreasonable to expect the educated classes should not have political aspirations seeing they have been nurtured on Western lines of education, and have been associated with a country whose free institutions are the talk of the world. But the very best antidote to the premature claim to free political institutions is undoubtedly that of sound historical teaching. The more fully, the more accurately, Indian history is taught, the more certainly will the British administration of India show to advantage. The more fully, too, and the more accurately is the wonderful story told of the gradual building up of the British Constitution, the more will the educated classes of India recognise the fact that England's political privileges have not been obtained in a single generation, and that her constitution is the outcome of centuries of organic growth.

But the history of India has yet to be written, for the man has yet to come who will do for India what John Richard Green did for England in his remarkable work, 'A Short History of the English People.' No writer, however, whatever his ability, can ever hope to make of the history of India so attractive a story as is that of England. To most people the subject of the history of India is a repellent one, for as treated it is merely an account of internecine wars, of petty personal details of the rise and fall of ruling families, of numerous invasions and subsequent

devastations and oppressions. The story of the social and material sides of the life of the people and their condition in different periods and under different rulers and dynasties has still to be told. When that story is told, it will be found that the English administration will not suffer by comparison. But who is to give us such a history? For many reasons it is desirable that a native of the country should undertake the work—but apparently the historical faculty in this country has, if not to be created, at least to be trained and developed before a great historian will appear. But there is no need to attribute to this lack of the historical faculty, as some would do, the habitual reference to a past greatness in the history of India. For that past greatness is based on no misconception—in spite of the protest of the *Times* writer. What seems to offend that gentleman most is this reference "to a past greatness and a past unity of the Hindus." He quotes the unfortunate and discredited Professor Gokhale as saying—

We (that is the Indians) were the first to emerge from barbarism: and my nation was not only great, but was the greatest of all on the face of the earth, long before anyone had heard of the older States of the West.

The London writer is altogether opposed to this conception of a past greatness and a past unity of the Hindus. Yet the conception of a past greatness is essentially correct, whatever may be said of the implied notion that the Hindus ever formed a single nation. There is not a particle of historical evidence to support this latter idea; but there is abundance of evidence to prove that the Hindus have a past which may be truly called great, and to which they may look back with pardonable pride. Ample evidence of such a past is to be found, not only in Native works, but in the writings of Englishmen themselves. Mr.

M. Macmillan, B.A. (Oxon), Professor at the Elphinstone College, in his *School History of India*, writes:—

From a consideration of all the brilliant results they (the ancient Hindus) achieved so many centuries ago in almost every branch of literature and science except history, it is clear that for several centuries they held the proud position of intellectual supremacy in the civilised world.

Sir William Hunter in his *Brief History of the Indian Peoples* makes many allusions to the past greatness of the ancient Hindus—

In philosophy the Brahmins were far before the Greeks or Romans, or indeed any European nation down to the present century.

Similar favourable comments are made by Sir William on the ancient Brahmin literature, astronomy, medicine, music, in all of which subjects he acknowledges the indebtedness of the West to India.

Similar evidence is not wanting in more ambitious works written by Englishmen, but the books we have quoted state the case concisely, and moreover they are books read by thousands of school children in India. Of course we admit that much which the orthodox Hindu accepts as sober historical facts in the early history of India have nothing but a poetic and mythical basis. But is this weakness peculiar to the educated Hindu? How much of the early history of most countries which is religiously accepted as gospel truth by devoted patriots will bear the test of the cold and searching rays of modern criticism? Do we think any the less of Scotchmen and of the Swiss for their amiable devotion to their respective half legendary and wholly legendary heroes—William Wallace and William Tell? But after all, we do not think that the pardonable fault of belief in a misty past is the cause of the sedition which the *Times* writer believes to be in India.

Equally unsatisfactory is the writer's reference to Burke and Macaulay—

For the Natives, educated in our schools and colleges, still derive their conceptions of England's action in India, during the last century, from the misleading word-pictures of Macaulay and the partisan vituperation of Burke. Macaulay's Indian essays are the brilliant *obiter dicta* of a great historical genius in regard to transactions which lay beyond his area of verified knowledge. Burke's object was not to present the historical facts, but to secure a political conviction. While, however, the eloquence for the prosecution still forms the delight of the Indian youth, the evidence for the defence is passed over in silence. Few seem to remember that the result was an acquittal on all the charges. Burke did not pretend to impartiality himself, and he applauded the most violent unfairness in others. "That is the true style," he said enthusiastically of Sheridan's abuse of the forensic privilege, "something between poetry and prose and better than either"—for the purpose in view. That, too, is the style in which Indian history is often written for the Indian schoolboys of to-day, who become the Indian politicians and journalists of to-morrow.

We do not believe that professors of history pin their faith to Macaulay—at least not the professors who are Englishmen, and who in the South of India, at any rate, largely preponderate. Nor do we think the charge is true to any great extent of the Hindu professors of history. In no case, again, are Macaulay's Indian essays set as text-books in the history courses, and so far as we are aware they are not prescribed texts in the English courses. But that they are largely read we have no doubt. They are read for the same and other reasons that Englishmen continue to read them, that is, for their literary style and for the additional reason that they deal with an important period of Indian History. We may exclude Macaulay from the class-room and from the College library, but he will still be possessed and read by every educated

Hindu, notwithstanding. Whether students accept Macaulay blindly as an historical guide is another question. Perhaps the *Times*' writer would be surprised to hear that not a few College students know full well all that has been adduced of late on behalf of Warren Hastings, and that they are acquainted with such a modern and impartial estimate of that administrator as that contained in Sir Alfred Lyall's 'Warren Hastings,' even if they have not gone direct to such works as Sir John Strachey's 'Hastings and the Rohilla War' and Sir James Stephen's 'The Story of Nuncomar.'

Altogether, it would be difficult to find a more unsatisfactory piece of work dealing with so important a subject as that represented by the *Times*' article of October 11th, bearing the title of "What we teach to Indian School-boys." Smarting under the pain inflicted by the cruel and dastardly Poona outrage, the writer seized on a forensic device as a basis for building up a series of exasperatingly sweeping statements which had not the shadow of a foundation of truth in them. Had the writer drawn attention to the fact that the method of teaching history is bad, that more efficient teaching is absolutely necessary, that existing text-books are unsatisfactory for reasons we have indicated, he would have performed a good service. But he preferred to charge all concerned with deliberately falsifying Indian History and inculcating a tissue of misconceptions which must be held exclusively responsible for any prevalent sedition there may be. Those of our readers who have followed us so far will know what value to attach to the following statement of the same writer with which we will conclude an article, already too long, perhaps, for some readers, but none too long if the importance of the subject is duly considered.

We are now compelled to eat the bitter fruits of our own teaching, and we shall hereafter reap a still larger and more acrid harvest. We have sown historical half-truths and untruths in the minds of school-boys, and there has sprung up a crop of full-grown men cankered with discontent and steeped in false political notions as to the present and the past.

THE EDITOR.

UNIVERSITY EXTENSION IN RELATION TO POPULAR EDUCATION *

The importance of the subject I have chosen and the difficulties connected with the solution of a problem like that of popular education are such that it is only with very great diffidence I venture to offer a few notes for your consideration. Properly speaking, it is the University itself or some expert in education that must be expected to devise a scheme whereby the benefits of the University—the fruit of the tree of knowledge which grows within its pale—might be brought within the reach of the masses. Still when I pass from village to village in the near neighbourhood of Madras and find that the stream—not certainly of learning and science properly so called, but of knowledge useful for practical purposes which takes its source at the University—has not, even after the lapse of forty years, begun to flow among the villages, and affect, even in the least degree, the thoughts and ways of the masses, I cannot help feeling that the time has come for the authorities to consider the question of University Extension for this country. It is therefore as an outsider interested in the welfare of the people at large, that I desire to view the question from a practical stand-point, and offer a few suggestions on the relation of the University

* Paper read by the Rev. J. Lazarna, B.A., at a meeting of the Madras Teachers' Guild.

to popular education, or the instruction of the masses.

It is now about seventy years since the genius of Sir Thomas Munro gave the first start to English education in this Presidency. Previous to this date, there seems to have flourished an indigenous education of a more or less religious nature. There were then about 12,000 native schools or *pāṭashālas*, with about 190,000 pupils, of whom 4,540 were females. Reckoning the population at 13 millions in 1826, there were about 15 per cent. of the people who could read and write. This speaks well for the Hindus as regards a general desire for religious education. The present percentage is only five. It ought to be the other way. There has therefore been a marked decrease in the number of vernacular literates. The education which was formerly sought and paid for on purely religious grounds is little cared for in this utilitarian age. Religious education, though in the vernaculars, does not pay. And the old pial schoolmaster, once the terror of rural lads, is becoming quite a *rara avis* among the villages. The two millions who can now read and write their vernacular out of a total population of 35 millions are almost wholly those who have received a modern primary education. In other words, out of every 100 of the population in this Presidency, as many as 95 can neither read nor write. This is a state of affairs most discreditable to an ancient land like India. I do not think there is any country in Europe or America that shows so poor a return. The 15 per cent. of 1826 ought to have gone up to 50 per cent., and not dwindled down to 5 as at present. In estimating the spread of education among the masses, the 81,000 English literates in 1894 (when the last census was taken), or the about 85,000

who can read and write English at the present time, must be left entirely out of consideration. They merely represent the apex of a lofty cone at whose base lies a nation of 35 millions, with an impassable slope between the two.

But coming back to the 5 per cent. who can read and write their vernacular, it must be asked, what is the total amount of knowledge, worth the name, indicated by the term literates? Very little indeed; so little that it hardly succeeds in creating a desire for more. The foundation is too slender for a superstructure. But even granting that 5 out of every 100 Hindus do derive a little knowledge from their school-readers in the days of their childhood, it must be admitted that they lose most of it as they advance towards adult life, and become no better informed than the 95 illiterates who surround them. Thus the whole nation is in a state of absolute ignorance. By ignorance is not meant a state of barbarism bordering on the brutal, but an ignorance of the most important facts and laws which are most essential to the well-being and improvement of the masses, an ignorance resulting in a dull monotony of life and thought extending over thousands of years, without change and without improvement, unless some trifling benefits are occasionally thrust on them from without. This is the case with the 55,000 villages in this Presidency. In the course of my rural work I have become acquainted, more or less familiarly, with the inner life and circumstances of some 250 villages, and my description of the ignorance that prevails and the mistakes and errors it produces, will, I believe, be found true, in a large measure, of every village in South India. Whole pages might be written in proof of this universal ignorance. But a few salient features will suffice for our present purpose.

The ignorance I refer to is to be seen in every department of life and thought. It haunts the villager from birth to death. To begin with, he is a perfect stranger to the fundamental laws of health. He knows nothing as to the real nature of the food he consumes. To him all food is alike nourishing, while quantity is invariably preferred to quality. Exercise, for its own sake, he detests. He builds his house without windows, as if fresh air and light were his mortal foes. To the Tamil poet, "sanitation is a botheration." The mere sight of the vaccinator is enough to scare away the mother and her terrified children. In the villager's private opinion, no patient ever returns alive from an English hospital. As regards the training and bringing up of his children, he has no right notions whatever. He acts from impulse, not principle. Punishment is cruel and revengeful, not reformatory or love-inspiring. A child of five acquires the knowledge of adult life, while obscenity of speech gives spice to its talk. Though simple in his habits and thrifty by nature, the villager has not learned the secret of successful investment. Surplus money is converted into jewels. It is estimated that 3 crores of rupees are thus locked up in this country. A marriage and a death often consume the villager's savings of years and even launch him in debt. He boasts as much of his debts as of his property.

Of the outside world, the villager remains in blissful-ignorance. Why should the frog in the well trouble itself about the country's affairs, is a favourite Tamil saying. It is a matter of perfect indifference to him, whether 5,000 people have perished by the submergence of an island, a whole city is being devastated by an epidemic or a member of the Legislative Council is imprisoned for sedition. Crops,

rain and taxes make up his entire world, and in this he lives and moves from year to year. His thoughts seldom go beyond these favourite topics. Others he neither cares to question nor thinks worthy of his consideration. On the other hand, he has his own notions regarding the government. He does not care who it is that rules. It is all the same to him whether the ruling power be Hindu or Mussalman, English or Russian. "It is all right whether Rama rules or Ravana." I once asked an old villager whether he would like to be ruled by the Russians. "What does it matter to me, Sir," he replied, "we must pay our taxes all the same." For to the ordinary villager, taxes are the only tangible signs of the existing government. His mental horizon is not wide enough to make him see the benefits conferred on him, such as security of life and property, improved irrigation and sanitation. He is therefore neither loyal nor disloyal, and is utterly at a loss to compare government with government. And as a matter of fact, he does not know why taxes are levied at all. In the absence of explanations to the contrary, he fancies that taxes are demanded for the support of the people who keep writing in the outcherries, and sometimes go about on horseback, while he is sweating from head to foot at the plough in his distant fields. Government red-tapeism is, to him, a perfect enigma. I have often heard people remark, "In the olden days when a tank burst, we called for a *panchayet*, estimated the cost and put it right in a week; but with this Government, it takes a year to repair a breach; meanwhile, we lose a whole crop." He is fleeced on all sides. He can't get through a single transaction, such as the sale, purchase or mortgage of a piece of land, without being obliged

to pay something in coin or kind to one or more officials concerned. In his ignorance and perplexity, he asks, why all this persecution? Can't we do our business without all these encumbrances? Why should we walk 20 miles to have a sale registered? "These little things are great to little man." And as the Indian villager, with his already narrowed mind, broods on these and other kindred ills to which his flesh is heir, he gradually glides into a gloomy state of life, with nothing to relieve his monotony or cheer him on his toilsome journey, while his general ignorance prevents him from seeking means of mitigating the evil. Those who know anything of Indian village life, and view it from an enlightened stand-point, will, I think, admit that the picture is by no means overdrawn.

Now with the ignorance of the masses, so appalling and universal, staring at us at every turn throughout the length and breadth of 'South India' and for that matter, throughout the whole Indian continent, such questions as the following naturally suggest themselves to every intelligent and earnest man. How is this ignorance to be dispelled? How is the Indian villager to be provided with knowledge that will give him occupation for his leisure hours, open up to his vision higher and nobler views of life and duty, and enable him to train his children in the way they should walk, to appreciate the laws of health and domestic economy, to obtain correct and satisfactory notions of the machinery of government, to gain an insight into the workings of natural phenomena at least in his neighbourhood, to take an intelligent interest in the events of the world and to perform the hundred other things which are the legitimate concern of an intelligent human soul? Is he to remain in perpetual

ignorance and be allowed to lead a life little better than that of "dumb driven cattle"? If not, who is to blame in the matter, and whose is the responsibility of remedying the evil? I am sure no one will come forward to say that the condition of the masses is all that it ought to be and that no amelioration is needed on the lines indicated above. On the other hand I believe it is high time that those in whose hands lies the power as well as the means to place useful knowledge within reach of the 35 millions of this Presidency, took active measures for this purpose. Once the evil is recognised, the duty to remedy it becomes imperative.

That Primary schools with their ill-informed and starving teachers scattered but sparingly over the land, could ever supply this knowledge to the masses, is a hopeless delusion. During the last seventy years they have enabled but 5 per cent. of the population to read and write their vernaculars. The knowledge communicated is infinitesimal, and when we remember that it is children who are the pupils in these schools, the ignorance of the adult population remains as solid as ever. Primary schools, therefore, are not the source whence the stream of knowledge is to flow to our teeming millions. But it may be asserted that these agencies place in the hands of the future adult the key wherewith he may unlock the treasures of knowledge and eventually make them his own. To this I reply, that the disinclination of the literate villager for study and the poverty of vernacular literature in the matter of the supply of knowledge, soon make the key rusty and useless, while in spite of schools, the traditional ignorance continues to enshroud the whole land from generation to generation, and the percentage of vernacular literates remains deplorably the

same. Still it must be confessed that such a state of things in any country, and more particularly in this ancient land of learning and literary effort, is most unsatisfactory. It should not be allowed to continue a year longer if it can be helped. The masses must be taught and elevated and brought into more intimate contact with the educated few and, through them, with their rulers at the helm of the state. There must be a free and continuous circulation of life and thought between the educated classes and the ignorant masses. In a word, the gulf that now exists and widens year by year must be bridged.

To me it appears after some careful thought that the party most fitted to dispel this ignorance of centuries and effect a most salutary reform among the masses, is the Madras University. It may be asked, and with reason too, what has an august examining body in the metropolis to do with the masses of the land? According to the act of incorporation, the University for this Presidency has been established "for the purpose of ascertaining, by means of examination, the persons who have acquired proficiency in different branches of Literature, Science and Art, and of rewarding them by academical degrees as evidence of their respective attainments, and marks of honour proportioned thereunto." It may therefore be urged that the University as such has nothing whatever to do with the masses of the people. Though it promotes education by means of its examinations, the education is such that the masses can have neither lot nor part in it. It is quite beyond their reach. This I fully admit. But when we come to the questions put to the candidates for degrees and the answers expected of them, we shall see that the well-being and education of the

masses is one of the distinctly implied purposes of the University. Every candidate solemnly promises that "to the utmost of his opportunity and ability he will support and promote the cause of morality and sound learning, and that he will as far as in him lies, uphold and advance social order and the well-being of his fellowmen." The promotion, therefore, of such lofty objects as morality and learning, social order and well-being of men, is by the University solemnly entrusted to the graduates on whom it stamps its imprimatur year after year. In other words, the *alma mater* is expected to discharge this most important function through her *alumni*. She equips and fortifies her graduates and extracts from them the promise that what they receive with the one hand they will scatter with the other. They are to be the light of the people's world, the very salt which is to give them their savour, and preserve them from further putrefaction. Herein lies the possibility of University Extension for India. The graduates are the channel through which the stream of knowledge is to flow from the University to the masses. The University by demanding the promise and the graduates by deliberately acquiescing in it, have committed themselves to the advancement of the people's well-being in every possible way. A University which does not at least aim at this most desirable object falls far short of its ideal. The promise, indeed, is annually demanded and made. But there it lies, like the dry bones of Ezekiel's vision, dead and inert, waiting to be breathed upon, into life and activity.

But the great difficulty is the *modus operandi*. How are the graduates to communicate in some organised and systematic manner the practical knowledge they have acquired through the University by years

of arduous labour, study and research? Not by establishing schools! These cannot reach the adult population, who in the first instance would accept useful knowledge only through a speedy and less laborious method than a child's three R's. Not by vernacular books; for 95 per cent. of the masses cannot read, and of the 5 who can, few have the taste for general reading and fewer still the means to cultivate any that they may have. I believe the only successful and efficient means by which the masses may be informed and instructed is a system of Popular Vernacular Lectures throughout the country. We hear frequently, and perhaps too frequently, of lectures and papers in the English language, and these, even in small and obscure mofussil towns, but seldom of any in the Vernaculars, unless it be for some political agitation. Lectures in the language of the people are the schools in which they may be effectually taught an infinite variety of knowledge. By attending such schools the villager will soon come to see that there are "more things in heaven and earth than are dreamt of in his philosophy," by a knowledge of which he could rise in the scale of life, and better himself and his surroundings.

There is nothing novel or original in this proposal. It is mainly an endeavour to reproduce in India, on lines suited to the present condition and capacity of the masses, the University Extension movement of England and the continent. Although this movement met with some opposition at the commencement (as all movements do), it has since achieved a marvellous success. In some countries it has developed so fast as to become a distinct feature of their national life. In many continental towns as well as in London, adult working men gather together by the

hundred and pay to hear lectures on subjects in which they are specially interested. Why should it not be tried, at least as an experiment, in this country where it is so badly needed by the masses? There can be no end to the number or variety of such talks to the people in the open air. Graduates may choose the subjects in which they are—not certainly experts—but fairly well posted. Taxes, the revenue system, irrigation, astronomy, geography, inventions, sanitation, food, agriculture, rain, alcohol, the various useful arts, training of children, biography of great and good men, engineering, ethnology, history, census returns, physiology, chemistry, botany, philology and even politics may be lectured upon. By popular lectures, I do not mean abstruse papers, prepared in a pedantic language and read in a sing-song manner to a drowsy audience—but familiar talks in a colloquial style, spiced with a little humour and anecdote and apt illustration, that would keep even a dull rustic from going to sleep, and at the same time awaken his slumbering intelligence and fill his mind with stores of knowledge useful for his every-day life.

The lectures I plead for are at the present time, if not for all time, the only antidote to the universal ignorance of the people, while the benefits to be derived from them will be all-important and far-reaching. They will first of all create a new taste for knowledge. Like a news-savoury dish, every item of fresh information begets a desire for more. When the villagers are told, for instance, about the reasons for the imposition of taxes, by a graduate who happens to be a Revenue official, they will naturally like to know how the revenue is utilized, for what purposes and in what proportion. The lectures will stimulate thought. The villager who thinks of nothing else but

his crops and cattle and the delay of rain, will be led to direct his attention to other profitable subjects. A single statement of the lecturer may start in the hearer's mind a train of thought the results of which no one may now be able to estimate. Thinkers will rise from among the common people, who may cause even the educated to blush. The masses will be lifted from the depths of their ignorance, error and degradation. They will enter an altogether new world. They will be made to understand the errors of many of their customs and ways of life. When they are, e.g., convinced and warned that to sleep immediately after a heavy meal, to eat till they belch, or as late as eleven in the night, to expose their persons to night air, to keep a cow-shed near their bed—all tend to shorten and embitter their life, (and this remark is further confirmed by a comparison of the average duration of English and Indian life,) it cannot but produce a most powerful impression on the hitherto vacant mind. What public and private education has not succeeded in accomplishing among the masses during the last seventy years, will be achieved by popular lectures under organised management in a single decade, if it takes so long a time at all. Lectures are stimulating, contagious and productive, of immediate effect. Political agitators are well aware of this secret, and with them, therefore, the Platform, even more than the Press, is the favourite weapon by which they carry out their purposes.

Besides these, there will arise a fresh stimulus for education itself. When interest has been roused in a village by a popular lecturer, the people will of themselves try to open night-schools where they may learn to read and eventually be able to drink at the fountain-head of knowledge. Not being school-pupils, but voluntary scholars, they will learn to value

knowledge for its own sake, and seek a new delight in its acquisition and use.

As the lecturers will naturally endeavour to place ideals before the masses, a spirit of healthy discontent with the present state of things will be fostered, and efforts will be put forth to realize the ideals which are constantly placed before them. The people will thus be led to seek the very best things in every department of life and unconsciously embark on a career of endless progress. If lectures could be organised for women also to listen to women-speakers, and the women of India once catch the contagion of lecture-hearing, two parallel forces, mighty and irresistible in their march, would be created, both propelling the great mass of the people on the same progressive lines and for the same glorious ends. There will also be a healthy reaction on the lecturers themselves, from among whom there will arise from time to time great and powerful orators, and all will be forced to study and think about the subjects which they have elected for the instruction of the people, and this in its turn will produce a vigorous intellectual life among the educated classes. The lectures will also secure permanency in the shape of pamphlets on popular subjects, popularly treated. On the whole, however, as Lord Playfair says, "the main purpose of these lectures is not to educate the masses, but to permeate them with the desire for intellectual improvement, and show them methods by which they can attain this desire. Every man who acquires a taste for learning and is imbued with the desire to acquire more of it, becomes more valuable as a citizen, because he is more intelligent and perceptive. The most intelligent nation will in future be the greatest nation and our work is to do our part in permeating the people with this gen-

eral intelligence, which is so necessary for their prosperity in the competition of the world." These lectures will gradually transform the scattered and divided peoples of India into a single united nation, with a common life, a common interest, and a common end.

But the lectures must be organised. Individual effort, however commendable, can never hope to discharge so stupendous a task. There would be neither uniformity nor durability. Although the bulk of the work will ultimately and very properly devolve on the graduates themselves, some responsible body like the University or the Government through its Director of Public Instruction must take the initiative. For the movement must be carefully planned in all its details, and wisely watched and guided. The directing body must be at the Presidency town, effectually controlling the movement so as to give it from the very commencement a steady and uniform development. There are about 4,800 graduates, with as many promises made but not yet fulfilled, who are scattered throughout the Presidency and are employed in various capacities, waiting for opportunities to serve and to be led. With a little encouragement in the shape of annual grants in arrears for courses of lectures delivered during the year, many of them would willingly come forward to undertake so pleasant a task in the village or town where they might happen to be employed. The Government by ordering a small sum to be assigned annually, as a Popular Lectures Fund from Provincial or Local Funds, or both, could easily find the means of meeting this extra charge for so laudable an object as the education of the masses; while the controlling body could draw up a syllabus for the information and guidance of the lecturers.

To begin with, an experiment might be

made in every Taluk town only (and there are about 150 such towns in the Presidency), in which the inspecting educational officer might be requested to invite lecturers for the next official year. The promise of grants would prove a sufficient inducement in this utilitarian age, not to speak of the value of returns and statistics as an indication of the popular pulse in regard to this tentative scheme. If then the movement succeeds in Taluk towns, the system might be gradually extended to the Unions, both major and minor, of which, I believe, there are upwards of five hundred in our Presidency. Should the movement take on with the people, as I have reason to believe it will, and they begin to look upon it as a pleasant and instructive feature of village life, small fees might be charged for admission, or what would be more successful, a collection might be taken at the end of the lecture. But these and others like these are details that had better be left in the hands of the controlling committee. I have merely hinted at the feasibility of the movement. I should like to suggest in this connection that the interesting little pamphlets issued in such welcome profusion by the indefatigable Secretary of the C. L. Society might form an excellent basis for the proposed popular lectures.

I must now bring these remarks to a close. I have endeavoured to show that with the exception of a very minute fraction of the population, namely, 1/100, the whole Presidency lies in the depth and darkness of ignorance; that Primary schools have done and can do little for the removal of this ignorance; that the University alone, by means of its graduates, could educate the masses of the people; that this is implied in its constitution and by-laws; that popular vernacular lectures are the only means by which the graduates could

convey to the masses, speedily and effectually, the valuable knowledge they have acquired through their *alma mater*; and that the help and encouragement of the Government is necessary to organise a movement by which the masses could be gradually lifted from their ignorance and degradation.

I trust that His Excellency the Governor in Council will be pleased to consider this humble proposal and mark his already wise and popular administration by the inauguration of a scheme of instruction for the 85 millions of people committed to his care. The education of the masses, so often referred to and emphasized in the educational despatches, notably that of 1854, and yet so little realized by the existing methods, must be taken in hand with enthusiasm. Popular lectures, such as I plead for, must be recognised as an essential feature of the educational policy of Government. For in the words of Lord Macaulay in his famous minute of 1835, "it is impossible for us (that is, the British Government), with our limited means, to attempt to educate the body of the people. We must at present do our best to form a class who may be interpreters between us and the millions whom we govern; a class of persons, Indian in blood and colour, but English in taste and opinions, in morals and in intellect. To that class we may leave it to refine the vernacular dialects of the country, to enrich those dialects with terms of science borrowed from the Western nomenclature, and to render them by degrees fit vehicles for conveying knowledge to the great mass of the population." Sixty-two years have passed away since these pregnant words were uttered, and yet, the masses have not budged an inch on the path of knowledge and progress. If indeed know-

ledge is power, and the possession of it promotes the wealth and happiness of a nation, then the gift of it, I submit, is the greatest and most precious boon that a benign government can bestow on an illiterate and subjugated race.

THE TEACHING OF GEOGRAPHY.

III.

We have already seen that the World is to be taught very generally. This I take to include a knowledge of the Oceans and Continents, and a very few interesting facts regarding them. For example pupils will readily discern the difference in contour. It is not necessary at this stage to call attention to the important consequences arising from these. It will be an exercise in observation to call attention to the fact itself. The oceans usually prove more difficult to understand than the continents. It seems to me essential for pupils to understand that the bottom of the oceans is like the surface of the earth, not flat, but characterized by mountains and valleys, by extensive tablelands and plains. A question that invariably puzzles a young child is this: "What would an island become if the water could be taken away?" The average child finds some difficulty in understanding this until the experiment is actually made before him on the clay model. Once he understands the answer he is delighted and welcomes any simple deduction of this kind. A section of the bottom of the ocean drawn on the board, or better still shown in clay, will arouse great interest. You have always an easy reference handy if the child lives near a creek which in the dry weather becomes dry or nearly so. He knows that the bottom of this is not level, that in the rainy season he can cross it at one place and not at another.

Tell him that the bottom of the ocean is like that of the creek, only that it is much deeper and mountains and tablelands much higher. It would not be out of place to indicate how the depth of the ocean is measured. If you ask him he will tell you that when the creek is low you can measure its depth by wading into it, but when it is high you cannot do this. A long stick or a piece of string with a stone at the end would then give you an idea of the depth. In the ocean we cannot use a long stick: it is too deep: we must use the other method. Why wire must be used can easily be explained.

As part of the instruction on the world as a whole, the different races which inhabit the earth might be shown by means of pictures, and the continents they inhabit indicated. The reason of day and night can be shown by the simple illustration of a candle and a ball or orange through which a wire or thin piece of wood has been pushed to serve for axis. Even children in Standard II will readily understand the fact that only one-half of the world can only be lit up at a time. This leads me to observe that one writer records that one little boy took the liveliest interest in America, and always remembered the name because he was told that the children there were going to play when he was going to bed.

Only a few outstanding facts then, striking rather than otherwise, should be given at this stage. Much further than this it is undesirable to go. Having done this we ought now to begin the geography of the country in which the child lives. In doing this what should our plan be? A sentence of Professor Geikie's in relation to the breadth of view and fulness of detail which the study of geography admits of, contains in a few words the main idea which we ought to make our

own. "Geography," he says, "serves as the common ground on which the claims of literature, history and science can be reconciled." Geography is not simply a bald catalogue of names, with perhaps a little disjointed information about each: it does not solely and exclusively concern itself with the lifeless physical features of a country, although a season study of these forms a considerable item in teaching. It is something more. It is an account of the physical features in relation to a living people, how they have influenced its expansion, its language, its manners and customs, its institutions, its trade. Geography is to be looked at from a human point of view. Taking this as a principle of teaching the possibilities of our subject are immense. We at once get beyond the idea that the textbook is the primary factor in the lesson, that map-drawing in the sense in which it is usually understood, is the 'be-all and end-all' of study and 'cram' its chief companion. We get into the sphere of the traveller, the sphere of adventure, the sphere of action. How few teachers recognize that an hour's talk about Africa with Stanley and Livingstone or about the Polar regions with Kane, Parry and Nansen will create far more real interest than any number of dry-as-dust lessons or mere names. Why is it that children prefer this? Simply because we are concerned with men acting. We look at geographical facts through the traveller. It seems curious that although we gain all our knowledge of geographical facts through travellers and ourselves enjoy perusing their books, we deliberately cast aside this most interesting method in dealing with children.

Now I do not want any teacher to suppose that there is no real hard work in geography, that I propose to consign memory-work to

oblivion. This is very far from my intention. The hard work comes after it has been made easy, the memory-work comes after the lesson is thoroughly understood. Memory occupies a very important place in geography, but it should not be elevated to a position which it ought not to occupy. What does the ordinary text-book give us? Very little beyond memory-work. Hear what John Richard Green says in this connection, "Pages of 'tables'—'tables' of heights—and 'tables' of areas; 'tables' of mountains and 'tables' of tablelands; 'tables' of numerals which look like arithmetical problems, but are really statements of population: these arranged in alphabetical order or disorder form the only breaks in a chaotic mass of what are amusingly styled geographical facts, but which turn out to be simply names. . . . Books such as these are simply appeals to memory. They are hand-books of mnemonics, instead of hand-books of geography." This is a very strong picture, but no one will say that it is overdrawn. There are, however, geographies now-a-days to which this description is not applicable.

Nor would I minimize the value of map-drawing. It is a very important exercise even although it is purely an exercise of memory: but I would have teachers break with the old traditions that its map should contain only physical features. The scope of this exercise should be extended, and the direction in which this should take place I shall allude to later.

We are thus to treat of geography as that which has something to do with people. Few geographies treat the subject in this, as Green's remarks quoted above shew. Many books are too full for our purpose, though from these we may select judiciously, but in many the plan is faulty. The best way is for the children to make their own geography

under the teacher's guidance. If you say to them "now, we are going to make a geography of Burma for ourselves" (I take Burma as an example), you will at once arouse great interest in the work. The children feel that they are going to do something, not you. You appeal to their love of activity. Now, what is our first step? Remember that physical geography is the basis of all true geographical teaching, and by this I mean a reasoned study of the physical features. The physical features of a country explain, to a great extent, the country and its inhabitants. We therefore rightly place them in the forefront of our work. The actual amount of deductions we ought to draw will depend on the advancement of the class, but a reasoned plan there must be. But how are we to begin? Let us place a model of Burma before the class. Let them exercise their powers of observation upon it, for these it has all along been our object to develop. Having done this we tell them nothing which they can find out for themselves. Our duty is to put suggestive questions so as to stimulate correct observation. As Payne has truly said, "the teacher's part in the process of instruction is that of a guide, director or superintendent of the operation by which the pupil teaches himself." With a view to shew what kind of deductions can be drawn from an intelligent study of the physical features, let me deal with the mountains of Burma and shew a few of the facts that they teach us.

We would first find out from the class, whether the country as a whole is mountainous or not. The fact that it is mountainous will be apparent to all, and they will quickly tell you that the general direction of the ranges is from north to south. It will be noted that the great chains descend from the

greater chain in the north which divides Tibet from Burma and which is an eastern extension of the Himalayas. An easy deduction follows: "How must the valleys run?" Most of the children will be able to tell you this, on the eastern side these valleys run into China. Now draw attention to the fact that between India and Burma we have a long range of mountains; that this prevents easy communication between the countries; that this range can only be crossed where the range is low by what are called *passes*. On the east, however, the valleys run into China, and so communication is much easier between Burma and China than between Burma and India. The direction of the mountain chains also determines the directions of the rivers. They must flow in the valleys between the mountains, so that their general direction is north and south. Since they flow to the south the general slope of the country is in that direction. Call attention to the fact that, although there are many mountain ranges in Burma, we can divide them into several great systems. We indicate these on the model, on the map and insert them in the black-board sketch which goes hand in hand with the lesson. We point out that these ranges form in some cases the boundaries of Burma; and the names of the countries on the other side of the ranges should be given. These will be entered in the black-board sketch. In dealing with the western range known as the *Arakan Yomah*, in reality a southern prolongation of the *Patkoi Range*, it would be an interesting fact for a somewhat more advanced class to point out that many of the islands off the coast of Arakan are really parts of the *Yomah* chain; that if the bottom of the ocean were raised thirty feet or if the water fell thirty feet, these islands

would be connected with the mainland; that the deep water of the Bay of Bengal lies outside all the islands. The *Arakan Yomah*, too, is continued under the waters of the Bay of Bengal and reappears in the *Praeparie* and *Cocos* groups of islands which lie on this ridge. We have already seen that the country slopes to the south; we may now also note that the mountain chains decrease in elevation as they proceed southward. This leads up to the *Himalayas* as the parent chain from which nearly all the mountains of Burma descend.

Some of the more advanced deductions from the disposition of the mountains of Burma still remain. They are only suitable to a high class. The division of a country by high ranges of mountains tends to isolate the people inhabiting the valleys. When communications are difficult intercourse becomes rarer and rarer. Two divisions of the same people may thus in time become quite distinct in language and customs. This illustrates exactly what has happened in the mountainous part of Burma when we have numbers of different tribes all belonging to the great Chin and Kachin races. In some cases every little hill has its chief or *Sawbwa*.

Again an interesting question arises when we consider why the valley of the Ganges is so much more densely populated than that of the Irrawaddy, although the valley of the latter is very fertile. Here you would point out to the children that the valley of the Ganges is of great extent and stretches from west to east. The conditions of life in one part of it are substantially the same as those of another part, the climate varying little. It is very different with the valley of the Irrawaddy. It extends from the north. Emigration from one part to another means a very great change of climate to begin with. This affects very seri-

only the conditions of life. Mountaineers, such as the hill tribes, have a strong antipathy to coming down to the plains. In time, no doubt, they will be compelled to come down, but they do not change their abode willingly.

Again, the hills do not favour the expansion of community. The soil is so poor comparatively that it requires a large area to support even a moderately numerous people. So, too, the absence of proper implements and method of cultivation causes these hill-people to wander about in search of new ground to raise their scanty crops.

We see then that Burma is by no means thickly populated. Indeed it is the most sparsely populated province in India, with the exception of Assam. This would lead us to point out to an advanced class that the fear of famine in Burma is consequently much less than it is in India. In India so many of the people live on the "Margin of Starvation," if I may use the term, that the slightest failure in the crops is bound to occasion great suffering.

W. G. WEDDERSPOON.

PRESENTATION OF THE PATAMAGYAW CERTIFICATE.

The ceremony in connection with the presentation of this certificate took place at the Thayet Taw Kyaungtike at the junction of Godwin Road and Commissioner's Road, Rangoon, November 17th, 1897. The Patamagyaw of 1897 was U. Ketu, who was presented with the certificate by His Honour the Lieutenant-Governor. The old kyaung which ordinarily looks dilapidated from outside, presented quite a gay appearance with the various decorations. The floor was covered with costly carpets, and there were banners put up all about the kyaung. The roadway leading to the kyaung was matted throughout, and was covered with a strip of white cloth in the centre. The sides were

fenced off with bamboo trellis work, flags being suspended at intervals.

Sir Frederic Fryer arrived at a little after 5 o'clock, escorted by Military Police. His Honour was received by Mr. Pope, Director of Public Instruction, and was conducted to the kyaung, where over 100 pongyis and some 200 members of the Burmese community were ready to receive him. Amongst others present were the Hon. Messrs. Bridges Gates and Bayne, Messrs. Gray, Lonsdale, and Hla Aung, Maung Gale, U. Shwe Sin, and the Honorary Magistrates U. Tha Zwe, Maung Gyi, and Maung Po Tha.

On His Honour taking his seat, Mr. Lonsdale, the well-known Burmese scholar and Editor of Vernacular Text-books, read the following report on the scheme for the encouragement of Pali learning in Burma, from March 1891 to April 1898.

"In March 1891, the Director of Public Instruction placed before the Government a scheme for the encouragement of Pali learning in Burma.

While fully acknowledging what had been done in the direction of supplying the Rangoon College with Pali teaching, and the province with a trained Pali Scholar and Archaeologist, in the person of Dr. Forchhammer, he pointed out that nothing had as yet been done to systematize and improve the methods of studying Pali among the monks, who were for the province the custodians of Pali literature, and among the laymen who made Pali a study.

It will not be out of place to quote the following extract from the letter in which the proposals were submitted:—

"A return in a modified form to the old system of Pali examinations for monks will not only afford them useful occupation, but will show the people, monastic and lay, that the Government really takes an interest in what is to them a sacred language, fraught with many and loved associations."

He adds that he is led to believe that something useful in this direction may be done by the

success he met with, when in the Bengal Educational Service, in reviving the study of Sanskrit among the pundits of Behar and Tirhoot, and by what he knew had been done for the pundits of Nuddea and of Dacca, with whom he had been associated.

The scheme (after much discussion, vicissitudes, and amusing ridicule from some who thought we might as well offer new cassocks and surplices to the clergy of Burma for proficiency in Hebrew) was sanctioned in its original form in December 1894, and the first examination was held in June 1895.

From the beginning it has been popular with monks and laymen; but unfortunately a certain section of those on whose behalf the scheme was started misunderstood its whole purport. Nothing was more clearly stated in the original proposals than that the scheme was meant for the encouragement of Pali scholarship, in a true sense. The experience gained from the Sanskrit methods in India led the Director of Public Instruction to insist on the necessity for—

- (i) a scholarly study of the language, and an entire abandonment of the old method of mere memorizing of texts,
- (ii) a dissociation of the scheme from all official and ecclesiastical connections.

At the beginning of 1895 a Central Committee was formed in Rangoon and has worked the scheme ever since. The services on this Committee, of Mr. Taw Sein Ko, Mr. Lonsdale, Mr. Hla Aung, Saya Kyi, and Saya Ba, deserve special mention. Mr. Gray, Lecturer in Pali in the Rangoon College, has been the Secretary.

Apart from the duty of arranging for the examinations year by year, the Committee has arranged for the publication of good editions of the Pali texts, a work that is being steadily carried on, Saye Pye having led the way with the publication of *Yameik Akauk*, copies of which were presented to the leading monks, at the last examination.

The grateful thanks of the committee are due to Sir Charles Crosthwaite, K.C.S.I., late Chief Commissioner, who took up the scheme when first submitted with the kindest and most sympathetic help, and to His Honour the first Lieutenant-Governor, Sir F. W. R. Fryer, K.C.S.I., whose personal encouragement of the scheme is known and acknowledged gratefully by the monks and laymen in Upper and Lower Burma.

The Trustees of the Arakan Pagoda, Mandalay, have given the Committee great help. The *luggis* and *kyaungtagas* of Rangoon and Mandalay have, of their own accord, made arrangements for the examinations, year by year, in a style and with a willingness that shows how thoroughly they appreciate what is being done. Special mention should be made of U. Maung Gale, K. S. M. and U. Shwe Zin and U. Po Han, pensioned Extra Assistant Commissioners.

We cannot close this report without mention of the deep sympathy with the scheme shown by the late *Thathanabing*, and of the help we have had from the *Sadaws* of Rangoon, and the *Pakan Sadaw* of Mandalay.

Maung Shwe Hmon and Maung Mon, old and trusted Deputy Inspectors of Schools, staunch old Buddhists of the old school, have given much time and care in seeing that the arrangements in connection with the scheme have worked well.

In Upper Burma Maung Po San and Maung So Pe have likewise given valuable help.

And now, your Honour, there is nothing left but to express to you, on behalf of the Committee and of the monks and laymen who have the interests of Pali learning at heart, not only the honour they feel at your having so kindly consented to come this evening to present the certificate to the first *Patamagyaw*, U. Ketu, son of Ko Kya Nu, Thayetdaw Kyaungdaik, Rangoon, but to convey to you our gratitude for the kindly sympathy you have always shown towards the efforts that are being made to make the people of

the province happy and contented, in this and in other directions.

The *Patamagyaw* will now be presented to you. You will perhaps be glad to know something of his history. He was born at Myasein village, near Shwedaung, in the Prome district: was first educated in the above village, then under the Gōnyabin Pōngyi in Shwedaung, where he acquired the knowledge of arithmetic, and became *Shint'ama* at the age of 14 years.

On the death of the head Pōngyi he studied under the Pōngyi U. Thumana at Chaungdauk kyaung, from where he came down to Rangoon and continued his studies at the *Shwegyinteik* kyaungtawya. He afterwards went to Moulmein and learned under the *Taseitya Sayadaw* Wasiyayama, for nine years. He was then appointed by the *Sayadaw* as a head instructor among the *Upazins* and *Shins*.

He returned to Rangoon and stayed in the Taungpalu kyaung at the *Thayetdaw kyaungteik*, whence he appeared for the *Patamabyan* examination in June 1897.

This year we have had an application from the Talaing monks of the Amherst district, to be admitted to the examination, and to be allowed to have their papers set and answered in their own language."

The statistics of the examination are as follows:—

<i>Patamagyaw</i>		
	1896-97.	1897-98.
	Number who competed.	Number who competed.
Monks ...	...	12
Laymen ...	...	2

<i>Patamagy.</i>				
	1896-97.		1897-98.	
	Number presented.	Number passed.	Number presented.	Number passed.
Monks ...	...	...	21	5

<i>Patamalut.</i>				
	1896-97.		1897-98.	
	Number presented.	Number passed.	Number presented.	Number passed.
Monks ...	38	12	21	9
Laymen ...	12	5	2	2

<i>Patamange.</i>				
	1896-97.		1897-98.	
	Number presented.	Number passed.	Number presented.	Number passed.
Monks ...	28	12	76	28
Laymen ...	34	5	11	4

Saya Gyi, a member of the Committee and a learned Pali scholar, read a Burmese translation of the same report. U. Ketu was then presented with the *Patamagyaw* certificate by His Honour who congratulated him on the success he had attained. The *Patamagyaw* was also presented with some silk robes by U. Gala, Honorary Magistrate, one of the trustees of the Kyaungdike, and Municipal Commissioner, and with a *Katara* by Saya Pye.

Sir Frederic Fryer said:—
MR. POPE AND MEMBERS OF THE COMMITTEE FOR THE ENCOURAGEMENT OF PALI LEARNING IN BURMA.—
It has given me much pleasure to be present here

this evening and to present the *Patamagyaw* certificate to U. Ketu, who has the distinction of being the *Patamagyaw* of 1897.

When I was present at the examination in June last I was very much struck with the large number of students who had presented themselves for examination, and by the evident interest taken in the movement by the Burman community, both monks and laymen. It is, I think, a truth regarding which there can be no question that for the proper study of the Buddhist religion a knowledge of Pali is essential. That the revival of the study of Pali appeals both to monks and laymen is proved by the support that has been accorded to it, and by the number of students who have presented themselves at the examinations. It is true that in Upper Burma the movement met at first with some opposition, but that was because the monks of Upper Burma were at that time opposed to anything that appeared to be an innovation, and did not understand that the proposals were for their own advantage and had nothing of an official character about them.

The success of the movement is now, I think, assured, and any opposition that was displayed to it has disappeared as its objects have become known and its benefits appreciated. Our best thanks are due to Mr. Pope and to the members of the Committee for the time and trouble they have given to the work, and to the trustees of the Shnee Dagon Pagoda, Rangoon, and of the Arakan Pagoda, Mandalay, and the Luyis and kyaungtagas of Rangoon and Mandalay for the assistance they have given.

I must not omit to mention the excellent work that the Committee are doing in arranging for the publication of good editions of the Pali texts—a work in which Saya Pye has taken the lead by publishing the *Yamaik Akauk*.

It is always gratifying to find that such efforts as are made to improve the position of the people of Burma, either educationally or socially, are appreciated by those for whom they are intended,

and I must gratefully acknowledge that we have been more than met half-way in all that has been done hitherto. I hope that the time will never come when Englishmen who pass the best part of their lives amongst the Burmans will cease to be in sympathy with them. It is true that the official demands upon our time are constantly growing, but I have always observed that the busiest men can generally find leisure to undertake a good deal of voluntary work. This is, I think, because they have learnt to make the best use of their time and not to waste their intervals of leisure. It has been said, too, that in the present day the constant transfers of officers prevent their having time to become familiar with people. Most transfers are due to promotion or leave, and I do not understand how transfers due to these causes were ever avoidable. Perhaps the greater facilities of communication cause officers to take leave more frequently than used to be the case, but there is no foundation for the statement that transfers are made wantonly or without proper justification, nor have I observed, though I have had ample opportunity for observation, that British officers are generally out of touch with the people. I congratulate the *Patamagyaw* on the distinction he has gained, and trust that he may long live to show the benefits of learning in his own person, and to be a guide and teacher to others.

A Burmese translation of the Lieutenant-Governor's speech was read out by Maung San Nyun, the Official Interpreter, and the proceedings came to a close with a vote of thanks proposed by U. Maung Gale.

Before leaving the kyaung, Sir Frederic Fryer was introduced to the leading Sadaws.

THE FEMALE AUTHORS OF ENGLAND UP TO 1700.

The fourth period is that which, in English History, is characterised by the struggle for absolute power on the part of its kings. This struggle was not so marked in the reign of James I,

as it was in the reigns of Charles I, Charles II and James II. It is, perhaps, the most lamentable period of English History from every point of view. One king was put to death; a commonwealth was established; but the people wanted a king, and Charles II returned, not to benefit the people, but to prepare them to reject his successor and to hand over the throne to a stranger. A writer remarks:—"James was hunting and levying taxes without a parliament, and Charles I was in continual strife for unconstitutional power and revenue. Bloody conflicts of the parliament against the encroachments of kingship prostrated the pursuits of literature and art. We might have expected that the return to established tranquillity under restored monarchy would have settled matters. But monarchy came back drenched and dripping with the foetid stews of the continent; and the vile spirit and loathsome sensuality of the court rapidly infected the regions of literature. In no country, except France, have debauchery and the most hideous grossness so defiled the productions of poetry and the drama. Scarcely now could the rudest costermonger or the basest hunter of the most unclean retreats of infamy use the filthy language which then passed current in the palace, and was nightly uttered on the stage by the lips of the most beautiful women. It was at this period that women were first introduced to enact feminine characters in the theatres; and it was a prurient attraction to those places to hear young and reputedly virtuous women uttering the grossest indecencies."

The picture is sad enough! and sickening enough!! But amid this crew of degraded men and women there were those who maintained a pure and dignified career. At the head of these, equally exalted above the rest by genius and purity of life and morals, stood our great epic, JOHN MILTON. Other names connected with the various departments of literature abound. But my business is with the female authors. It is noteworthy that this period has a better sprinkling of female names than any of the previous ones. It marks an era in the History of English Literature. We have here three or four poetesses,

one dramatist and three critical and miscellaneous writers. First among the poetesses is LADY ELIZABETH CAREW. I have more than once used the word "poetess." What are we to understand by the term? HAZLITT, that mighty and severe critic, is very particular as regards the application of the term. In his "English Poets" he starts with his definition of poetry and can find only four real models to suit his definition. The poets, whom he considers deserving of the name, are CHAUCER, SPENSER, SHAKESPEARE and MILTON, all the others fall far short of his ideal, and the ladies are simply nowhere. In a few hasty pages he disposes of them as if they were a troublesome lot of intruders. Another writer affirms that women are inferior, as poets, to men, because they lack the imaginative faculty and are more practical. "Take away," says this writer, "lover, husband, and child, from the poetry written by women and what have you left?" Now, to me it appears that lover, husband and child constitute the "sweet poetry of life." Life without these ties would be a blank, and that which saves life from being a blank is poetry. Does the female author inspire feelings of wonder, of love, of pity, of admiration, of anger, of repugnance, of contempt; does she call forth any feeling of any kind? Then, to me, she is a poet. No idealism for me, but plain acting, plain feeling and plain thinking. Philosophy in poetry is unnatural. Imagination may please, may tease; but reality prettily put, and put as only woman can, is poetry. I fear I have digressed far enough, and shall now return to LADY ELIZABETH CAREW. She is the author of "The Tragedy of Mariam, the fair Queen of Jewry." Though wanting in dramatic interest and spirit, there is a vein of fine sentiment and feeling in this forgotten tragedy. Mariam is better known as Mariamne who figures in Scripture as the wife of Herod. I would recommend, for the perusal of my friends here, the book entitled "Mariamne, the Last of the Asmonean Princesses." They will find it teeming with interest, and in Mariamne, a noble daughter of a noble line, but unfortunately linked with one who could not possibly grace manhood. In Mariamne a better patriot

never lived. Her death is thus described:—"Mariamne glanced on the silent crowd covering the open space and all the terraced houses round, but spoke not; then gazed on the declining sun with an unearthly look; her lips moved as if she prayed; at that moment the level beams burst through the cloudy veil and shining on her pallid face and snowy garments, seemed to change her to a heavenly spirit. She appeared communing with guardian angels as she gently drew away her hair and knelt. The satellite gave the unerring blow—Mariamne's quivering body sunk into its narrow cell, and her spirit returned to God who gave it."

It is of this noble Princess that LADY CAREW writes. In the fourth act of her drama are found the following lines:—

We say our hearts are great and cannot yield;
Because they cannot yield, it proves them poor;
Great hearts are task'd beyond their power but
seld;
The weakest lion will the loudest roar.
Truth's School for certain doth this same allow;
High-heartedness doth sometimes teach to bow:
A noble heart doth teach a virtuous scorn;
To scorn to owe a duty overlong;
To scorn to be idly begot forborn;
To scorn to lie; to scorn to do a wrong.
To scorn to bear an injury in mind;
To scorn a free-born heart slave-like to bind!

These sentiments may not constitute the Hazlittian idea of poetry, but they teach moral duties, and that is poetry in one sense of the word. Do the sentiments raise us, elevate us, make us better? If they do, then there is poetry.

The name of LADY MARY WORTH, a niece of Sir Philip Sidney is next mentioned, but not in our accepted Histories of Literature. I shall therefore pass her by and refer to the DUCHESS OF NEWCASTLE (1624—1673). She was, says Chambers, specially distinguished for her faithful attachment to her lord in his long exile during the time of the commonwealth, and for her indefatigable pursuit of literature. The most popular of the Duchess's effusions is entitled, *The Pastime and Recreation of the Queen of the Fairies in Fairyland*. It often, says the same writer, echoes the imagery of Shakespeare, and has some fine

lines descriptive of the elfish queen:—

She on a dewy leaf doth bethse,
And as she sits, the leaf doth wave;
There like a new-fallen flake of snow,
Doth her white limbs in beauty show;
Her garments fair her maids put on,
Made of the pure light from the sun.

Another writer says:—"With all the fantastic state she took upon her, and other absurdities arising from her want of judgment, she was a woman of genius, and could show a great deal of good sense, where other people were concerned. The following apostrophe on "The Theme of Love" has something in it extremely agreeable between gaiety and gravity:—

"O Love, how thou art tired out with rhyme,
Thou art a tree whereon all poets climb;
And from thy branches every one takes some
Of thy sweet fruit, which Fancy feeds upon."

Her Grace also wrote an Allegro and Penseroso which contain a few very good lines." Another writer, however, gives her no credit as a poetess. "She held the belief," he says, "that she was one of the greatest gonimises that ever held a pen. She also believed the same of her husband, who, very singularly, entertained a similar opinion of her. The best known works of the Duchess are 'wretchedly poor productions.'" She is nevertheless considered worthy of a place among the poets of England. Mr. Eric Robertson in his "English Poetesses" has devoted 21 pages to her. He says:—"She had a conceit that rose to an amazing and amusing serenity; yet the artless candour of its utterances disarms criticism of contempt, and positively creates out of her self-esteem a virtue. She had received no education whatever for literature, and was never called upon to put any curb on her fantasy, or subject her methods of inquiry to any laws. We have therefore to consider her, in our literature, as a kind of over-grown girl, with a great deal of sweetness and purity and talent, and folly not seldom." Hazlitt, you may be sure, passes her by with silent contempt.

KATHERINE PHILIPS (1631—1664) was praised by the poets of her time under the title of 'the matchless Oriinda.' "Whatever the judgment of to-day may be upon the writings of Katherine

Philips, nobody can doubt that in her age she deserved her wonderful reputation. Her wit and her beauty were sought at the court of Charles II, but she contented herself (wisely, be it said), with a quiet country life in Wales. She was intimate with the most brilliant spirits of the times, and commanded their admiration, without once lowering the dignity of her womanhood by participation in the looseness of morals prevalent among them." The following lines are part of a poem "Of a Country Life," and are very pleasing:—

1.

Then welcome, dearest solitude,
My great felicity;
Though some are pleased to call thee rude,
Thou art not so to me.

2.

Opinion is the rate of things;
From hence our peace doth flow;
I have a better fate than kings
Because I think it so.
Silence and innocence are safe:—
A heart that's nobly true
At all these little arts can laugh,
That do the world subdue.

She also wrote an ode "Against Pleasure," the closing stanza of which runs thus:—

What art thou, then, thou winged air,
More weak and swift than fame,
Whose next successor is Despair
And its attendant shame?
The experienced prince, then, reason bad,
Who said of Pleasure—"It is mad."

JEREMY TAYLOR addressed his *Discourse on Friendship* to her.

MRS. APHRA BEHN is ranked among the Dramatists of this period, in company with SHADWELL, ETHEREGE and WYCHERLY. "It is a pity," says Robertson, "that the next name must have a place according to it (in literature), certainly a pity that besides any record of what the more exalted spirit of a woman has achieved, mention should be made of so unsexed a writer. Yet she was a woman, writing much that was vigorous and a little that was poetical." Her comedies are grossly indelicate; and of the whole seventeen which she wrote—besides various novels

and poems—not one is now generally read or remembered. The following is a specimen of her poetical talent that may be quoted without the fear of offending:—

1.

Love in fantastic triumph sits,
Whilst bleeding hearts around him flow
For whom fresh pains he did create,
And strange tyrannic power she showed,
From thy bright eyes he took his fire,
Which round about in space he hurled;
But 't was from mine he took desires
Enough to undo the amorous world.

2.

From me he took his sighs and tears,
From thee his pride and cruelty,
From me his languishment and fears,
And every killing dart from thee;
Thus thou and I the god have armed,
And set him up a deity,
But my poor heart alone is harmed,
While thine the victor is, and free.

Her lines "On the Death of Waller" are full of noble sentiments and of much that is womanly.

There is a group of ladies in the seventeenth century whose memoirs and letters are of very great interest. LUCY HUTCHINSON, LADY FANSHAWE and LADY RACHEL RUSSELL take rank among the critical and miscellaneous writers of this period. MRS. HUTCHINSON wrote memoirs of her husband's life and of her own. Few books, we are told, are more interesting than this biographical narrative, which, besides adding to our knowledge of the period of the Civil War and the Commonwealth, furnishes information as to the domestic life, the position of women in society, the state of education, manners, &c., all related in a frank, lively and engaging style.

LADY FANSHAWE wrote memoirs of her own life, to which were added extracts from the correspondence of her husband, Sir Richard Fanshawe (statesman and poet), ambassador from Charles II to the court of Madrid. The memoirs are of historical and general interest.

LADY RACHEL RUSSELL's letters "have secured her a place in literature, though less elevated than that niche in history which she has won by heroism and conjugal attachment. She was the second daughter and co-heiress of the Earl of

Southampton. In 1667, where widow of Lord Vaughan, she married Lord William Russell, a son of the first Duke of Bedford. She was the senior of her husband by five years, and it is said that her amiable and prudent character was the means of reclaiming him from youthful follies into which he had plunged at the time of the Restoration. His subsequent political career is known to every reader of English History. When he was brought to trial with a packed jury and a brutal judge, and refused a counsel to conduct his defence, the only grace that was allowed him was to have an amanuensis.

Lord Russell.—May I have somebody to write, to assist my memory?

Mr. Attorney-General.—Yes, a servant.

Lord Chief Justice.—Any of your servants shall assist you in writing anything you please for you.

Lord Russell.—My wife is here, my lord, to do it.

And when the spectators turned their eyes and beheld the devoted lady rising up to assist her lord in his uttermost distress, a thrill of anguish ran through the assembly. Lady Russell after the condemnation of her husband, personally implored his pardon without avail. He loved her as such a wife deserved to be loved; and when he took his final farewell of her, and when the bitterness of death is now remarked:—"The bitterness of death is now past!" Lady Russell died in 1723 at the age of eighty-seven. Fifty years afterwards, appeared that collection of her letters which gives her a name in our literary history."

(Concluded).

GEORGE MADDOX.

MEMOIR OF ANNE J. CLOUGH.*

The memoir of Miss Clough, the late Principal of Newnham College, so long anxiously expected, has, at length, appeared. Of necessity it is at once the story of her life, and a

* By her Niece, Miss B. A. Clough. Published Edward Arnold. 12s. 6d.

record of a great movement, among the main factors in whose striking success were her wise enthusiasm and patient work.

The book falls more or less obviously into three parts. The first is concerned with her childish days, her girlhood, and the earlier years of her adult life, which were passed in her own home. Her Journal is the main authority for this opening period of her life: and two chapters are filled with extracts from it. Some of them possibly may come with something of surprise to those who only knew her when the fight was won: but some of them have a close kinship with the thought of her riper years. Amongst these early expressions of opinion one must strike very forcibly any hasty person to whom, she, as Principal of the College, gave her valued advice. The passage is as follows:—"It seems to me that to be quiet and to be active, or rather to be quietly active, constantly going on with untiring energy, and yet so softly as scarcely to be perceptible, this seems to me to be an approach to perfection. And this lesson we learn from Nature, which is unceasingly and yet imperceptibly changing."

She wrote these words, in her Journal, when she was only twenty-three: but they contain the thought which was the pith of the advice which she gave to impetuous youth when, in her persuasively gentle way, she would urge "Slowly, my dear, slowly like Nature."

Another noteworthy remark, dating a couple of years earlier, occurs in these opening pages:—"I have a lofty ambition. I sometimes fancy I shall do great things, but will it all come to nothing? Yet I should like never to be forgotten, to do something great for my country which would make my name live for ever. But I am only a woman." How seldom is it given to any one to realise in a life of seventy-two years, the youthful dream born at the charmed age of twenty-one.

This early period closes at the time when Miss Clough gave up her school at Ambleside where, doubtless, she gained that experience which made her sympathy so invaluable to some of her students, who plunged, first, from College into a schoolmistress's duties, experienced, in all their nameless horrors, the—

"Blank misgivings of a creature
Moving about in worlds not realised."

The next part of the book is a description of Miss Clough's work in connexion with the North of England Council, the fruitful results of whose labours are seen to-day in the University Extension Lecture Movement, and Newnham College. The gradual development of these branches of education is carefully traced, and the story must interest a great number of people, to whom it will be something of a revelation. A large portion of Miss Clough's work at this time was done, and her influence, was exercised in Liverpool, and, to all who know her, this fact still throws a gleam of light across the somewhat heavily commercial atmosphere of that city. Then, insensibly, the part of the life glides into the story of the foundation, growth and success of Newnham College, which formed so large a portion of the interests of her later life, and is after all the principal means whereby the dream of her youth was fulfilled. It hardly seems possible that the future of the College is not now secure, though, at one time, and not so very long ago, how little indiscretion would have sufficed to wreck it altogether. And it is quite certain that so long as the College shall endure, her name will shine with imperishable lustre across its annals. Intense, however, as was her interest in the College, her thoughts extended far beyond it; her niece quotes Dr. Sidgwick's words in this connexion:—"I came to recognise it as one of her most striking characteristics, that however abundantly she responded to the demands made on her

energies by the continual growth and change of her work in Cambridge—especially by the rapid transitions from house to house, and later, by the addition of Hall to Hall,—she never allowed her mind and heart to be absorbed in the local detail of this work. She was always considering it in its bearing on national education, and planning how its beneficial effects on the country at large might be improved and extended."

The main value of the Memoir perhaps is that it shows so clearly how, in all that long struggle, whose bitterness is now sometimes forgotten in the completeness of the victory, the means used justified so completely the end in view. The wisdom, the patience, the homely commonsense, the tact, the winning kindness, the humour, in a word the many-sided humanity of Miss Clough are put on record, were, not only for those on whose behalf they were so long and so generously expended, but also for those who were outside the range of her actual living influence. It would seem indeed that even those who are most bitterly opposed to the development of women's lives must be disarmed by the story of their Great Champion's life: the professional critic will surely stay his hand; the most inveterate cynic, the idlest trifler forbear to scoff. It seems impertinent to suggest that Miss Clough could think of those who uphold the liberties of women; if any one have ever thought so, this record will bring him ample cause for regret.

To Indian readers, living in the midst of educational problems beset with difficulties, the Memoir of a great battle, fought so untiringly, of a great victory, used so wisely, must have an extraordinary interest, and not less so because Miss Clough's sympathies reached so widely beyond the bounds of her own country, leading her to welcome eagerly students from abroad, and to encourage those who had worked at Newnham to carry what

they had learned there to places still in sore need of help.

Perhaps it is not unfair to quote that passage, which is the last cited by Miss B. A. Clough, in this memoir. The words occurred in Miss Clough's last address to those students who were leaving College at the close of their third or fourth year at Cambridge:—"One word more. Take the little pleasures of life, watch the sunsets and the clouds, the shadows in the streets and the misty light over our great cities. These bring joy by the way, and thankfulness to our Heavenly Father." It was that combination of great and little, the appreciation of small every day comfort which can strengthen the wrestler in life's battle, which made Miss Clough's counsel of such inestimable value to all who were fortunate enough to receive it. It cannot be by accident that Miss B. A. Clough has told the story of Miss Clough's death just as she has done; "She died quite quietly, looking out at the light."

That sentence, so exquisitely suggestive in a dim age like ours, will, it may be hoped, never be spoilt by enlargement or comment.

G. E. HONGSON.

OUR UNIVERSITY CORRESPONDENT.

CAMBRIDGE, November 1897.

In previous letters I have had to complain of the dearth of news; in the present I am rather embarrassed by the plethora of subjects on which I should like, if only space permitted, to enlarge at considerable length. There is indeed so much to say that I shall have to content myself with a mere running inventory of items.

First in importance, perhaps, comes the death of Dean Vaughan—the last survivor of the great pupils of Arnold at Rugby, and the last survivor of a school of clergymen which is rapidly becoming all too few. As an undergraduate of Trinity he gained almost every honour the University had to bestow, while his school-friend Stanley was sweeping the board at Oxford. Before he was

thirty he became Headmaster of Harrow, a school then very small in numbers, which he raised from the depths to the position it has never since lost. There he had a staff of masters, including Dean Farrar, and a set of Boys, such as have rarely fallen to the lot of any Headmaster. One of these boys, since then his successor at Harrow and now the Master of Trinity, preached his funeral sermon at Llandaff a week or two ago. After leaving Harrow, Dr. Vaughan became Rector of Doncaster, where he had the same success, though in very different surroundings. Thence he removed to Llandaff, where he held the Deanery till his death. The office of Master of the Temple, which perhaps he valued still more, he was compelled by ill-health to resign a year or more ago. What struck every one who met Dr. Vaughan was his extreme charm of manner. Everybody, beholding him, loved him. Yet this was not purchased by the slightest loss of dignity. He was a union of loveableness and reserve that is rarely seen. He died full of years and honour; and, being dead, he yet speaketh.

Dr. Vaughan refused more bishoprics than even Longley accepted. It is fortunate for England that Dr. Browne has been less scrupulous. Dr. Browne, suffragan Bishop of Stepney, has just been appointed Bishop of the new see of Bristol. Those who were in Cambridge a few years back will remember him as the energetic Secretary of the Schools Examination Board, the most popular of Proctors, as perhaps the most influential man in the University. We had hoped that some day he might become Bishop of Ely, and so be amongst us once more; but the loss of Cambridge is the gain of Bristol. Such energy combined with such ability and tact, will undoubtedly secure the new see a great beginning. Among other appointments, that of Dr. Eden to succeed Dr. Walsham How as Bishop of Wakefield, ought not to pass unmentioned. Dr. Eden is an old Pembroke man. Canon Elwyn, Master of the Charterhouse (a sinecure office somewhat similar to that of Provost of Eton), who died the other day, was senior classic in 1849, the year in which Mr. Waddington was second. He was Headmaster of the Charterhouse for a short time, resigning because of ill-health. His most famous pupil was R. C. Jebb, now the most renowned of living Greek scholars. Later in life, after holding various appointments, scholastic and clerical, Dr. Elwyn became master of the Charterhouse; and he held that office till his death. He will doubtless be succeeded by the present Headmaster, Dr. Haig Brown. Other deaths and changes have taken place; all interesting to us, but not likely to cause a wide-spread sensation.

Trinity has elected its new Fellows. This great college, which has crowded the first places in every Tripos for the last few years, had only two Fellowships to bestow: an evil on which I have spoken often in the past. The lucky candidates—for they were hardly, if at all, superior to their competitors—were Mr. Lawrence and Mr. Fletcher. Among those passed over were a Senior Wrangler and a young historian of the very highest ability. Both of these omissions are striking; but the second in particular calls for regret: for this young scholar is known to be the ablest that has appeared in his special line for many years; and he had the strong suffrages of Lord Acton—a recommendation so splendid that nothing but sheer necessity could have led the college to pass over his claims. When calamities like this are happening—and this is by no means the first of the kind—it seems likely that men of ability will tend to choose some other college rather than Trinity to which to go. There is not another college at which a Senior Wrangler would not be certain of a Fellowship. I have before now hinted at a remedy, too Utopian to be adopted. Another remedy, or amelioration, I may hint at. Why should not the college give at least the name of Fellow, with all the prestige involved in the name, to those who come up to the standard, when lack of funds prevents the giving of more material advantages? In at least one of the cases to which I have referred, I happen to know that the money was no object, the honour a great one.

Yet there has certainly been no tendency to diminution in the numbers of Trinity men this year. The calendar, just published, gives the numbers of Trinity freshmen at a hundred and ninety-eight, while the next college—*proximus sed longo intervallo*—came in with seventy. I was mistaken last month in anticipating a decrease in our numbers. There has been a slight increase. Including advanced students, there are now nine hundred and fifteen freshmen in Cambridge. Girton and Newnham also, in spite of the adverse vote of last term, are more than maintaining their position.

Three weeks ago, Messrs. Grenfell and Hunt, the discoverers of the famous 'Logia,' lectured in the Divinity school on their excavations at Oxyrhynchus. It appears that Logia are a mere flea-bite to what we are threatened with. The papyrus lay as thick, and alas! as disarranged, as leaves at Vallombrosa. At every step the explorers kicked a more or less priceless fragment. The spade unearthed still more. We are promised bits of Sappho and Alcman never seen be-

fore, and passages of Homer and Demosthenes which will doubtless set the critics by the ears. In future, every classical scholar will be expected to be able to dig for manuscripts, and not to be ashamed to beg for funds for travel.

On the twenty-first of this month will take place the performance of the Wasps of Aristophanes. These Greek Plays are now a regular triennial festival. They serve at any rate one useful purpose—they supply subjects for conversation between dons and undergraduates, and for the time being supersede the eternal football. The text used is that of B. B. Rogers; and we shall have the advantage of using his copy, with his excellent version on the right-hand page. The music is by Mr. Tertius Noble, organist of Ely Cathedral, and till lately deputy organist at Trinity College. Some dons may chance to turn an honest penny by sending accounts to the London papers; for the regular University correspondents, who are engaged to supply information on sport, are not always able to spell the Greek names correctly. One of them, indeed, who had confused a chiton with a parabasia in the Ajax, took the precaution to get a classical scholar to assist him in the Iphigenia. The result was a confused congeries which resembled some passages in Aristotle's Poetics.

Of Oxford there is little to chronicle. The death of Mr. Charles Adamson, of Oriel, at the age of twenty-nine, removes a very remarkable scholar. He was one of those very rare phenomena of late years—a 'double first' in Mathematics and Classics. He gained a first-class both in Moderations and in Finals, in both those subjects. Such a feat has not been accomplished for years; it of course stands on a very different plane from the double first so often gained in the early years of the century. It may, indeed, be the last of the kind. Perhaps Mr. Adamson's application had injured his health: at any rate, he seemed to have no constitution left to resist the disease which attacked him some months ago, and which at last proved fatal.

The Cambridge University union is having one of those periods of brilliancy which occur at intervals. The President is Mr. E. W. Barnes, Second Wrangler of a few years ago; and a man without those limitations which are supposed to circumscribe a mathematician like the divinity hedging a king. He is a good speaker with something to say.

Among books of interest lately published, I may mention Mr. J. W. Mackail's edition of the authorised version of the Bible. This, like Mr. R. G. Moulton's Modern Reader's Bible, of

which the Minor Prophets have just been issued, is an attempt to adapt the typography of Scripture to modern requirements. But it does this in a very different way. Not only is the authorised version retained—Mr. Mackail is severely silent about the Revisers' work—but there are no notes, and no introductions; no recognition, in fact, of anything modern except binding, printing, and occasionally spelling. The book is, however, beautifully got up, and the old and useless divisions into verses and chapters are discarded.

For years we have wanted a thorough edition of Plato's Republic. Usually, students have had to content themselves with the notes of their tutors, and with the translations either of Jowett or of Davies and Vaughan. The immensity of the task doubtless frightens the most hardened commentators. A few years ago Mr. Warren, of Magdalen College, Oxford, published an annotated edition of the first four books. This was better than nothing; but it left out the most important part of the work. Now, however, Mr. Adam, of Emmanuel, who has already edited, and well edited, many of Plato's smaller dialogues, seems inclined to face the formidable task. He has just published a new text of the Republic, with critical notes, and an introduction on the text. If he can be induced to add to this a volume of explanatory notes, he will confer on students, and on Oxford students in particular, a great boon.

OUR LONDON LETTER.

November 1897.

There is no important news to communicate this month. At the same time there is abundance of activity to be noted in almost every domain of educational work.

Here in London the triennial elections of members of the School Board are at hand, and before these lines are in print, will be over. The main question before the electors is again religious teaching, and after that economy. The former question has been settled once; to the satisfaction of some of the party clamouring for it: the rest of that party, however, are now acting independently of their old friends in standing for still further changes. The expenditure of the Board now amounts to £2,500,000 a year, averaging more than ten shillings per head of the population of the Board's area; the number of children in the schools is half a million and costing about £4 per annum. In addition there are the

Evening Continuation schools to provide for. A curious fact about the last election was that the majority of members (29 out of 55) represented 120,000 fewer votes than the minority. The system of voting in vogue is that known as cumulative: the town is divided into eleven districts, each of which elects about five members; each voter having that number of votes at his disposal. The object of this cumbersome plan is to enable a comparatively small body to secure representation by 'plumping' for their own candidate. But the system is not effective, is costly, and is illogical.

When Parliament meets we shall have the Secondary Education Bill which is understood to be in readiness. Its success in the hands of a Government apparently divided against itself, and apparently indifferent to education except in so far as it will affect the elections, is far from assured. At present, there seems to be ground for fear lest the Government will take the path of least resistance and simply leave secondary education to be dealt with (or neglected) by the County Councils. This policy is advocated by the Association of Organising Secretaries of Technical Education—i.e., the educational experts and officials of the County Councils—and opposed by the Association of Headmasters of Secondary Schools, meeting in friendly conference under the presidency of Sir George Kekewich at the Education Department. The Headmasters advocate the formation of a strong representative Central Council to advise the (Central) Executive. Failing the latter plan it seems inevitable that, as each Council will have to solve the question for itself, schools will be helped or neglected according to the views and resources of each particular council; there will be one system of schools prevailing in one county, a totally different one in the next; instead of a national scheme, facilitating thorough and disinterested reform, we shall have a pitiful patch-work, and botching of and pandering to local vested interests. Not that there are not plenty of able and conscientious men on the County Councils; but those having the requisite knowledge of such an intricate question as this will be outvoted by those who have it not. On a Central Council we could get the best men in the country, devoting themselves to one great work, without fear of the electors: there need be no fear whatever of their going too far or ignoring the wants of practical life.

OUR BOMBAY LETTER.

In my last letter I wrote that the regular work of schools and colleges had not been so much disorganized as during the first season of the

plague epidemic. When I wrote this I could not help fearing that, if matters did not take a sudden turn for the better, many schools would be closed during the month of November. I also strongly expressed my conviction that the medical authorities should take the initiative in this matter before it should be too late. Still, as the epidemic spread and as the daily attendance in the schools fell off, there was no other course to take for many of the native schools but to close. I do not think there is any school in the city that still holds its sessions, not even the Government High School which held out longest, and which did not yield to the general panic in March and April last. It is useless to enumerate all the schools. Some closed only for a fortnight, simply with the result that they have to prolong the time of adjournment, some for a longer period, and the Municipal Schools made a bold and clean cut by adjourning till the end of March 1898. Also, the Camp Education Society's schools and the Sirdar Dastur Nosirvan Parsee Girls' school, both in the cantonment, are closed, while the European schools still continue their work till the Christmas holidays will, in the regular course of events, bring relief also to them. It would be preposterous to make a forecast for the future; but there is no doubt that, while the epidemic rages unabated, the work of most of the schools in Poona and other places where the plague is prevalent will be greatly retarded, if not altogether suspended for a considerable time far beyond the ordinary period of holidays. This is greatly to be deplored but cannot be changed, and we can comfort ourselves with that universal and perhaps most solacing of consolations that we are not alone in this calamity.

During the absence on leave of the Hon'ble Mr. Kirkham, our worthy Educational Inspector of the Central Division, Mr. Sahasrabudhe, of the Southern Division, is acting. As Mr. Kirkham's time of service will come to a close on the 31st of March, and as acting appointments not unfrequently get stereotyped after a little time, some might be led to expect Mr. Sahasrabudhe as Mr. Kirkham's successor. I do not think, however, there is any real ground for such a construction beyond that of precedent. The fact that the Central Division includes a great number of European schools in which modern European languages are taught, is of sufficient importance for the appointment of a European gentleman to the office of Educational Inspector, which appointment brings also with it an *ex-officio* standing on the Senate of the University. Even apart from this, the appointment of a native gentleman, however highly qualified for such work, would

not be hailed with satisfaction by the European schools and the community which they represent. Fears and surmisings are premature; but we feel confident that Government will do their best to give us as sympathetic, genial, and large-hearted a man as Mr. Kirkham under whose supervision and guidance all the schools have enjoyed a healthful development.

Under the provisions of Section VII of the Act of Incorporation, the appointment of Mr. Bal Gangadhar Tilak, B.A., LL.B., as a Fellow of the University, has been cancelled. No reason is assigned for this, nor is it necessary that one should be given.

CONTEMPORARY EDUCATIONAL PERIODICALS.

The *Educational Times* (London) for November opens with a brief consideration of the condition of affairs amidst which the new academic year has begun at the various British and Irish Universities. While it emphasises the wise words uttered by Dr. Sidgwick in his inaugural lecture at the University College, Aberystwyth, on the subject of mental, and especially of literary culture, it notes with disapprobation the high-handed and unjust procedure of the University Court of St. Andrew's in appointing a committee to inquire into the past and present action of Dr. Donaldson, Principal of the University, without specifying any charge against him. In a second leading article the editor reviews the arguments of Dr. Lyttelton, of Haileybury, in favour of writing Latin verses in classical schools, and concludes thus: "In a word, the advanced in the study of Latin, is a form of intellectual training which no man of experience or perspicacity will be likely to undervalue. It is available for a comparatively small number of boys, but for them it is so valuable from a literary point of view that it ought not to be dispensed with except for the sake of some better form of training."

In the "Notes" we find brief comments on current topics, such as Professor Mahaffy's address at Birmingham, Dr. Findlay's letter on the problem of delimitation between elementary and secondary education, the letter of the Headmaster of Loretto school on the subject of athletics, the question of the joint education of boys and girls, and the utterances of the Bishop of Hereford at the recent Church Congress on the waste of money in scholarships awarded to those who do not need the pecuniary assistance given

Professor Boscan, of the Normal school at Ozen, gives in his paper on "Public Education in France" a succinct statement of the organisation and working of elementary public education in France. There are three grades in the public education prevalent in France. Of these the lowest is elementary education which affords the knowledge which is indispensable to all. It is given in dame-schools, infant-schools, lower primary schools, higher primary schools and normal schools. Dame-schools admit children of both sexes between two and six years of age, the sexes between two and six years of age, the teaching comprises reading, writing, spelling, counting, manual exercises, and the first principles of morality. The infant schools and lower connecting link between dame-schools and lower primary schools, and take boys and girls from four to seven years of age. The lower primary schools are founded and controlled by the Municipal councils. The syllabus in these schools includes the following subjects:—gymnastics for boys and girls, drill for boys only, needle-work for girls only, various manual exercises for both sexes, reading, writing, spelling and recitation, the French language and grammar, the history and geography of France, elementary notions of the history and geography of other nations, both ancient and modern, civic education, practical notions of sciences, agriculture and horticulture; drawing and music; readings and familiar conversations on the duties we owe to ourselves, family, society, country, other peoples and towards God. After the age of eleven the pupils of lower primary schools may appear for the examination which is conducted once a year throughout France by the primary school inspectors for obtaining a certificate of elementary studies. The object of the higher primary schools is to give supplementary instruction to those who have obtained the lower primary certificate. The curriculum is the same as in the lower primary schools, the details being fuller, with a few additional subjects, such as the elements of algebra, book-keeping, common law, political economy, history of French literature, commercial geography, English or German. The normal schools in France are directly under the control of the Minister of Public Instruction. Candidates for admission to these schools must be above sixteen years and not under eighteen years of age, possess the elementary certificate, produce a medical certificate showing their physical fitness for the profession of teacher, and engage themselves to teach in public schools for ten years. If they possess these qualifications, they can sit for the entrance examination. Failure twice at this entrance examination debar one from again appearing for it.

The studies of pupils in normal schools are of four kinds, viz., literary, scientific, additional and professional. After three years' study they can appear for the *brève supérieure* examination. A special examination for teacher's certificate has to be passed for obtaining an appointment as headmaster or headmistress in any public elementary school.

The paper by Mr. R. F. Charles on "The Use of Historical Romances in the Teaching of History," read before the College of Preceptors, is very interesting and instructive, and concludes with the following practical suggestions:—(1) To kindle the imagination, it is better to make the most vivid and interesting narrative or play, rather than one that is less interesting, though more accurate. The latter will not attain the object desired, for the history will be skipped, or, if forced on the reader, will bore him. (2) Some help is necessary in the case of Scott and Kingsley: words and allusions need explaining, and, more important, the initial difficulty and heaviness has to be got over. (3) But the lesson must not become merely a literature lesson, as it has a tendency to become. Something can be done by the teacher, by drawing attention to the historical elements; only let him beware of making the children sceptical: that will come soon enough without his aid. (4) Many historical tales that do not appeal to us do appeal to the young, and it may be well to secure their co-operation by giving them access to such. (5) The object in view should be to teach the boys to read: selected passages should be read in class, and their principal points noted. The main part should be done out of school.

The first place in the *Educational Review* (London) for November is occupied by an editorial on "Undenominationalism." The key-note of the article is that, while the spirit of divinity may not be profitably excluded from education, the dogma of divinity should be excluded from it.

In the report of the interview with Professor Hanus, the Professor of Education in Harvard University, we are presented with the opinions and reflections of an American on the question of the Organization of Education in England. Mary Dendy describes in a chaty manner in "The Seamy side of School Board Work" some of the weak points in Board School Education. Foster Watson discusses in his article on "The Schoolmaster in his post" the various qualities which enter into the formation of a good teacher. A teacher should possess not only more knowledge than his pupils, but he must be a lover of knowledge and be able to inspire his pupils with a similar love. He must also possess much accessory

knowledge which may at first have no bearing on his work. No knowledge is useless to a teacher. Of all kinds of knowledge the one most important to the teacher is the knowledge of his individual boys. In his work he must always bear in mind that in his lessons he has not only to convey information, but also to instruct with a view to educative ends. The writer admonishes every teacher to ponder over the following words of Mr. Arthur Sidgwick: "Feeble powers, uncultured homes, personal and petty interests, school gossip, athletics, the many trivialities of life, the scant leisure of a well-organized school, these things, necessary or harmless or regrettable, but all of them natural and none of them his fault, nevertheless contract the boy's horizon; and the teacher is there to widen it. And it is *this* rather than history, or science, or classics that he is hired to impart to young minds. And to do this and not to leave the other undone, is at once his problem and his privilege."

One novel feature in this number is a column headed "Our Educational Contemporaries," which somewhat resembles the summaries of Educational periodicals which we give to our readers month after month.

The November number of the *Journal of Education* (London) is below the average. It consists largely of book reviews and notices of Christmas gift books. In the "Occasional notes" we find some comments on current questions, such as the utterances of the Duke of Devonshire on a Secondary Education Bill, the pessimistic views of Professor Mahaffy on education, and the letter of Dr. Findlay to the *Times* on Higher-grade schools. Among the few articles in this number we find only two worthy of notice. In a paper entitled "Some thoughts on language learning," R. Smythe gives us the results of his experiences in the study of the French language. He says: "From the standpoint of accuracy there is much to commend the foreign dictionary, but there is an underlying reason of still greater force. In language-learning too little importance has been attached to continuity of thought and endeavour. Progress has been retarded by the disjointed exercises so dear to the writers of text-books. A little consideration will make it clear that exercises from the very first should be continuous, each division, however simple, forming a perfect whole, so that thoughts and phrases may naturally fit each other and mutually recall or be recalled. We must strive, too, to banish the idea of quality of tongue. To this end the repetition of continuous passages from memory, especially of verse, is of great value. Once the verse is

learned the thought and its expression become daily more closely associated, and, by degrees, the irritating and impeding English equivalents begin to pass into marginal consciousness. Another excellent method of putting English words and constructions into the background is to pursue some object of study through the medium of a foreign author. Here one is primarily interested in getting at the truths set forth, and he falls into the author's mode of speech all the more readily as his mind is centred on the subject in hand." The other article, which occupies the most prominent place, is a summary and review of Mr. Morant's contribution on the French system of Higher Primary schools in the volume of "Special Reports" recently issued by the Education Department. The spirit that has animated those who are responsible for the present state of higher primary education in France is described by Mr. Morant as follows: "This spirit is by no means to be confounded with the purely utilitarian spirit now so prevalent in all educational discussions, which urges an increased provision of technical instruction for the labouring classes, even from their earliest years, merely for the purpose of meeting the keen industrial and commercial competition between the nations. It is rather an earnest effort at a social reform which recognises that the backbone of a nation is its class of manual workers, both in the fields and in the workshops, and that a curriculum too exclusively literary, or too restricted to a book-teaching or class-teaching of even the practical subjects, does not tend to give the youth a liking for, but rather a distaste for, his aftertoil at the workshop, the cart, or the plough, and that, without commencing too slow or attempting too extensively any actual trade preparation, great things may be done for the taste and character, and ideals, and after-happiness of the future worker by giving him, during his most receptive years of childhood and adolescence, an insight into the interesting side of manual labour, and some commencement of interesting practice therein, so that his plunge into the rushing torrents of life, with its incessant manual toil, shall thus be less severe a shock to his nature than hitherto, and his daily life as a man less startling a contrast to the class routine of the school." One may, in turn, see some of the intellectual interests of the school-work brought into the daily life of the workshop, and thus the lot of the worker may be brightened and his contentment increased, and, perhaps, the mistaken rush into clerical pursuits be turned into a more steady reliance upon manual occupation, the dignity of labour once again

established, and the strength of the backbone of the nation secured."

The *Practical Teacher* for November is full of interesting and instructive reading. An account is given of a visit to a seat of iron mining and manufacture. Under the heading of modern Educational Reformers we find a picture of the life and work of Mrs. Sophie Bryant, D.Sc., who is at present the Headmistress of the North Collegiate School for Girls. Mrs. Bryant regards the chief aim of a teacher to be the formation of character. Says she in her "Studies in character," "The educator is largely, perhaps mainly concerned with helping the child to grow his own ideas, habits and modes of feeling. But he is also occupied in causing the formation of regular groups of ideas in every special subject of instruction. The English teacher, and the English parent, however, have very uncertain notions as to the usefulness of making conduct a special subject of instruction in this sense. Education, as practised, does not set itself as definitely as it might to the work of causing the formation of a group of practical ideas controlling the whole of conduct." In another place she pleads eloquently for surrounding the young with literature of the best ethical tendencies, "literature in which good-nature exhibits itself in gracious personal forms, and makes its appeal direct to the imagination in a glow of noble feeling."

Reviews and Notices.

The Indian Village Community, by B. H. BADEN-POWELL, M.A., C.I.E., London, New York, and Bombay. Longmans, Green & Co., 1896. Price 18 shillings.

In this work the Indian Village Community is examined "with reference to the physical, ethnographic, and historical conditions of the provinces; chiefly on the basis of the Revenue Settlement Records and District Manuals." It is not too much to say that this great work of Mr. Baden-Powell will do for India what such scholars as Sachchidan, Faustel de Coulanges and Gamme did for Europe in the way of controverting the views of Von Maurer and Sir Henry Maine on the question of the universality of the Village Community. There is no greater authority on the Indian Land System than Mr. Baden-Powell. His personal experience, his wide researches and the works he has already published on the same subject, all give the greatest weight to his views. In fact, all give the greatest weight to his generalised description of the Indian Village Community in

his work, *Village Communities in the East and West*, and shows incontestably that it is unwarrantable and therefore incorrect to speak of the Indian Village Community as though there were a type of the village community true of all such communities. Moreover, the village community of which Maine speaks is to be found only in the Punjab, the North-West Provinces and Oudh, and would not apply, in any modification, to the greater part of India where the raiyatwari village system obtains. No one could express greater reverence and respect for Maine than does Mr. Baden-Powell. He admits that no fault is to be found with Maine's method. The fault of the great master lay in the fact that he argued on insufficient material and connoted of the whole of India what was true, and even there only to a modified extent, of North-West India. We quote Mr. Baden-Powell's estimate of Sir Henry Maine because there is a tendency now-a-days to underrate the value of that great man's work. "If, however, it has become necessary to modify our conception of collective ownership as applied to Indian villages, and to recast some other conclusions, this modification will in no respect suggest any diminution of the value and authority of the works alluded to. They will still continue to be our lasting possessions not only as models of lucid exposition, but as permanent guides to scientific method in the collection and use of materials. Indeed, it is not too much to say that we owe to Sir H. S. Maine's invaluable pioneer work the very possibility of further advance; since his work has constantly suggested the lines of enquiry which our later detailed reports have pursued." For many years Maine has held an honoured position in the curriculum of some branches of the degree examinations of the Madras University, especially the History branch. His works, however, in the B.A. branch, are now being discarded for such books as Cunningham's *Industrial History* and Herbert Spencer's *Political Institutions*, works which, to our mind, have a distinctly lower educative value than those of Sir Henry Maine. We can only trust that the University will take the earliest opportunity to reinstate Maine in his former place. Had Maine lived, he would have been the first to acknowledge the value of the information contained in Baden-Powell's work, and would have modified the conclusions he arrived at in his *Early History of Institutions* and his *Village Communities*, just as he did in the case of the Patriarchal Theory.

Mr. Baden-Powell divides Village Tenure under the two heads of (1) The Raiyatwari Village or separate ownership tenure and (2) the Joint Village or collective ownership tenure. The

ing of the Transvaal, Professor Meiklejohn says: "Though British enterprise has made the Transvaal, the Boer will allow to no alien any ordinary political rights." He says, with some justice, to the immigrant: "We don't want you; we would much rather you left us to ourselves; but if you will come, you must be content to be treated as we like!"

A New Book of Fables, Anecdotes and Stories for Teaching Composition (Professor Meiklejohn's Series), London: Alfred M. Holden, 23, Paternoster Row, E.C. Price 1s.

The method employed in this book is quite the right way of teaching composition to a child. As soon as a child can speak he can recount his experiences in simple short sentences, and as soon as he can write he should be able to put his thoughts on paper. A child, then, should begin to learn composition as soon as he can write. Professor Meiklejohn gives close on two hundred short, simple and interesting stories, each of which is accompanied by an outline. The stories themselves cannot fail to interest young children, while the outlines will impress on their minds the order or form of the narrative. We only wish that the method here advocated were universally adopted in India, where boys are crammed with grammatical technicalities, but are incapable of producing a sentence in decent English.

Australasia, by M. J. C. MEIKLEJOHN, B.A., London. A. M. Holden, 23, Paternoster Row, E.C., 1897. Price 6d.

This is really a remarkable book for the price. It treats of the geography, resources, commerce, and history of Australasia. There is very little to criticise in the book, for the matter and arrangement are all that can be desired. Under the head of climate, although we are told that there are sudden variations of temperature amounting to as much as 60 or 70 degrees in a few hours, we are nowhere told exactly what the temperature is. Is it not, too, a little misleading to say that ships can now pass through the Suez Canal at night, "as the kinks are lit up by the electric light?" This would seem to imply that the electric light is placed upon the banks of the canal. A little more information on the native inhabitants would have been acceptable, particularly from an ethnological point of view. But these are trifles to set against a thoroughly good scientific account of Australasia.

THE MADRAS TEACHERS' GUILD.

THE ordinary monthly meeting for November of the Madras Teachers' Guild was held on the evening of the 23rd ultimo in the large hall of Pachaiyappa's College. The attendance was poor. Rev. G. Amurthanayagam was voted to the chair. After recording the minutes of the last meeting, certain changes in the management of the Guild Reading Rooms proposed by the special committee were passed. The members can hereafter take the journals home during the nights provided they are returned in due time to be placed in the Reading Room during the day. The *Journal of Education* (London), the *London Times* (Weekly), the *Academy*, *Literature*, *School Review* (Chicago), and the *Pedagogical Seminary* (Clarke University) have been added to the periodicals now taken by the Guild. The Secretary next announced the arrangements and the programme for the next Educational Conference which will meet in the Museum theatre on the 22nd and 23rd instants. Rev. Mr. Lazarns then read an interesting and suggestive paper on "University Extension in relation to popular education," the full text of which we give elsewhere. The paper was followed by a discussion in which Messrs. Hoare, V. Krishnamachari, P. Lakshmi Narasim, Parthasarathy Iyengar, Sadhu Ganapathi, C. B. Rama Rao and S. Varadachari took part. The meeting came to a close with the chairman's final remarks and the usual vote of thanks to the lecturer.

THE ordinary meeting of the Guild for this month was held on the evening of the 10th instant in the large hall of the Church of Scotland Mission College. The chair was taken by Mr. V. S. Srinivasa Sastri, B.A., I.T. After the reading of the minutes of the last meeting and the observations of Mr. Kellett on work of the Guild during the coming year, Mr. Hunter, M.A., Coimbatore College, read a paper on "Paraphrasing," which we shall publish in *extenso* in another number.

Educational Intelligence.

MADRAS.

THE Technical Institute of Madras has been presented with an English Lathe by the Rajah of Ramnad.

THE Mysore Government has decided that in future its medical scholarships, which are tenable in the Madras Medical College, should be conferred only on graduates.

THE ceremony of opening the hostel newly built for the Teachers' College, Snidapet, took place on the 15th ultimo, under the presidency of the Hon'ble Dr. Duncan, the Director of Public Instruction.

At the last election of Fellows by the graduates of the Madras University, Messrs. P. Thyagaraya Obetty, B.A., Trustee of the Pachaiyappa's Charities, Municipal Commissioner, and Merchant, and Ramakrishna Iyer, B.A., B.L., High Court Vakil, were elected.

THE Rajah of Ramnad has sanctioned a monthly grant of Rs. 40, under the name of "The Loganatha Educational Grant" to the Setupathi High School at Madura. Towards the Building Fund of the same school Mr. A. L. A. R. Arunachellam Chettiar, a Nattakottai Merchant, has subscribed Rs. 200.

WE are sorry to learn that Her Highness the Maharani-Regent of Vizianagram has resolved to withdraw gradually the Samastanam grant of Rs. 750 towards the maintenance of the six girls' schools in different parts of Madras, which are at present under the management of the National Indian Association.

THE eighth anniversary of the Hindu Theological School took place on the 20th ultimo. Owing to the unavoidable absence of the Hon'ble Mr. C. Sankara Nair, the chair was taken by the Hon'ble Mr. Anandachariu. In the course of his speech the chairman pointed out that other Hindu educational institutions ought to imitate the Hindu Theological School in imparting religious instruction.

THE eighth annual meeting of the Association of Women Teachers was held on the 20th ultimo in the Museum Theatre under the presidency of Lady Havelock. After the reading of the report, short speeches were made by Dr. Duncan, Rev. J. Russell, Mrs. Benson and a few others. Refreshments were then served and the audience was treated to some lively music. The proceedings terminated with the singing of the National Anthem.

THE Joint Annual Meeting of the various societies of the Madras Christian College was held on the evening of the 26th ultimo in the Anderson Hall. Mr. Glyn Barlow presided and Professor F. W. Kellett delivered the valedictory address. One significant point in the reports of all the societies is the marked falling off in the number of members as well as in the average percentage of attendance. This is surely another sign of the want of interest in the Indian student for things that do not directly affect his examination studies.

ON the 20th of November took place the interesting ceremony of annual prize-giving in connection with the Zenana School, Hyderabad. Mrs. Plowden, the wife of the British Resident in the Nizam's Dominions, gave away the prizes. After the reading of the report by Miss Evans, the Principal, some of

the pupils recited English poetry, while others gave recitations in Persian. Great credit is due to Miss Evans for her zeal and successful endeavours in the cause of female education among the Mahomedans of Hyderabad.

AT the last prize distribution in connection with the Maharajah's College at Trevandrum, Mr. J. D. Rees, the British Resident, presided, and in the course of his address he made the following remarks *enent* the proposed Oriental side to the Madras University: "Can a University create pundits? A pundit is a scholar of reputation in the estimation of the learned. Now a scholar of reputation may condescend to pass an examination, but the mere passing of an examination cannot make a scholar of reputation. It will be interesting to see what the hall-marked pundits of Madras will be like; and attached as I am to oriental learning, I do not anticipate any success for the proposed Oriental side to the Madras University."

DURING his recent visit to Mysore Sir Arthur Havelock, the Governor of Madras, visited three educational institutions, viz., the Oriental Library, the Industrial School and the Maharani's Girls School. The last appears to have produced a special impression upon the mind of His Excellency. In the course of a short speech which he made in reply to a welcome address presented by the teachers and pupils of the school, Sir Arthur laid special stress upon what he considered to be the right principle on which female education in India, at least for a very long time, should be based. He emphasised that in the education of females, there ought to be as little departure as possible from their national modes of thought and standards of moral and social duty.

SPEAKING at the last annual distribution of prizes to the students of the Mar Dionysius Seminary, Kottayam, H. H. Kerala Varma, C.S.I., Veliya Koyil Tampuran, said: "the new departure advocates the employment of trained teachers. No doubt it is an improvement so far as it goes, but I have little faith in these trained men who work wonders. On the contrary I wish to point out that an inundation of these is likely to make the infant minds further mechanical and be a stumbling block to the development of their natural aptitudes. Has it in any way raised the moral tone of the pupils? There is very little change. I am not one of those who put too much faith in moral text-books as conducive to the inculcation of higher ideals in the minds of the pupils. Dr. Duncan, the Director of Public Instruction, Madras, has wisely observed in one of his reports that a treatise on morals can hardly be expected to create in the hearts of the pupils the slightest improvement if not followed by the actual example of the teachers. Now then I am at a loss to see wherein lies the utility of the new educational departure."

An Educational Conference will be held in the Theatre of the Museum, Pantheon Road, Madras, on Wednesday and Thursday, December 22nd and 23rd, 1897.

There will be two sessions each day, from 10-30 to 1-30 and 2-30 to 5. In addition there will be a Business Meeting on the evening of the first day and a Social Gathering on the evening of the second.

An opening address will be delivered by the Hon. Mr. G. H. Stuart, M.A., Principal of the Presidency College and President of the Madras Teachers' Guild.

The following papers have been arranged for:—Compulsory Education, by S. Sathianadhan, Esq., M.A., LL.M.; The Object to be kept in view in the organisation of Primary Education, by Rao Bahadur C. Nagoji Row, B.A.; The Study of Indian Languages and Literature, by M.R.Ry. M. Seshagiri Sastri, M.A.; The Teaching of English in High Schools, by W. E. Hoare, Esq., M.A.; The Teaching of History with special reference to India, by T. Denham, Esq., M.A.; The duty of the University in regard to Teaching, by R. S. Lepper, Esq., M.A., LL.B.; The Use of the Vernaculars in Teaching, by J. M. Hensman, Esq., M.A.; Some Practical Methods of imparting Moral and Religious Instruction to Indian Youth, by M. R. Ry. R. Sivasankara Pandiyaji, B.A.

The Director of Public Instruction has given permission to Government officers to attend the Conference. Light refreshments will be on sale in the intervals between the meetings.

The following concessions are made by Railway Companies for those travelling to the Conference, First or Second class.

South Indian Railway.—The double journey at a single fare and a half, provided not less than eight passengers travel by the same train, date and between the same stations.

Madras Railway.—Members less than four in number at a single fare and a half for the double journey.

Members four in number or upwards at a single fare for the double journey, provided all travel by the same train, date and between the same stations.

The East Coast Railway offers the same concessions as the Madras Railway.

The companies require that all applications for these concessions should be countersigned by the Rev. F. W. Kellett, Myrtle Grove, Royapettah. They should be sent to him and he will forward them to the Railway Company.

BOMBAY.

H. E. Lord Sandhurst distributed the prizes of the Rajkumar College, Rajkote, on the occasion of his visit to that place in November.

MR. JOHN F. ADAIR, M.A., Bar-at-Law and Fellow of the Pembroke College, took charge of the Principalship of the Elphinstone High School, Bombay, at the beginning of November.

There seems to be a steady decline in the number of candidates for the University School Final Examination. This year only 1,151 candidates are to be examined against 1,418 in 1896 and 1,603 in 1895.

The following are the scholarships, prizes, and gold medal awarded by the Board of the Victoria Jubilee Technical Institute, Bombay, to the students who have gained the highest aggregate number of marks at the examinations held in September and October 1897:—The Maharao Khengarjee, 1st Session Engineering, value Rs. 105—Bhagvant G. Chavan, 1st Session Engineering; the Maharao Khengarjee, 2nd Session Engineering; the Professor Henry Fawcett Scholarship, value Rs. 140—Krishnaje G. Kelkar, 1st Session Engineering; the Lord Reay Scholarship, value Rs. 90—Jai S. Jassawalla, 1st Session Cotton; the Dwarkadas Vasanti Scholarship, value Rs. 90—Ganesh B. Chepe, 2nd Session Engineering; the Nowrozjee Furdoonjee, 1st Scholarship, value Rs. 45—No candidate, 40 per cent. of marks required, the Nowrozjee Furdoonjee, 2nd Scholarship, value Rs. 90—Jamnadas G. Mehta, 2nd Session Cotton; the Ripon Prize, value Rs. 45—Dadabhoi R. Madon, 1st Session Cotton; the Mechanical Drawing Prize, value Rs. 30—Hormusjee F. Banaji, 2nd Session Engineering; the Dr. H. Gook Prize for Science subjects, value Rs. 30—Spittama K. R. Cama, 2nd Session Engineering; the Vurjidas Atmaram Prize, value Rs. 24—Lakshman B. Bhagvat, 2nd Session Engineering; the Nowrozjee Furdoonjee 3 Fee Prizes, value Rs. 36 each—No candidates with 40 per cent. of marks; the Nowrozjee Furdoonjee 2 Fee Prizes, value Rs. 46 each—Purushotam S. Parekh, 2nd Session Cotton, and Kashinath J. Bhat, 2nd Session Cotton; and the Lord Reay gold medal—Peroshaw N. Mehta, 3rd Session Cotton.

The following statement of a nomination and of a motion constituted the chief business of the Senate of the University of Bombay, on Saturday, the 11th December 1897:—

I.—In accordance with Bye-law 84, it is hereby notified—

That the Rev. Dr. D. Mackichan, M.A., and Surgeon-Lieut. Colonel W. K. Hatch, M.B., C.M., F.R.C.S., have given due notice of their intention to propose that Dr. D. Macdonald, B.Sc., C.M., be elected Registrar for the ensuing two years.

II.—Surgeon-Lieut. Colonel K. R. Kirtikar, M.B., C.S., L.R.C.P., F.L.S., has given due notice of his intention to propose, as recommended by the Syndicate, that the offer of Rs. 5,000 in 3½ per cent. Govern-

CENTRAL PROVINCES.

ment paper from the Honorary Secretary, Uttamram Narbheram Memorial Committee, be accepted with the best thanks of the Senate, and that the following regulations be adopted for awarding the Scholarship:—

Regulations for awarding the Uttamram Memorial Scholarship.

1. A Scholarship, to be called "The Uttamram Memorial Scholarship," of the value of Rs. 12-8-0 per annum, and tenable for one year, shall be awarded every year by the Syndicate to the candidate who passes the Matriculation Examination with the highest number of marks in Elementary Science from among the candidates who are *boni fide* natives of Kathiawar.

2. Candidates for the Scholarship must forward their applications for it with their applications for permission to appear at the Matriculation Examination (*vide* Form).

3. The candidate, to whom the Scholarship is awarded, must satisfy the Syndicate, within six weeks from the date of election, that he has duly joined a recognized College or Institution.

4. The stipend of the Scholarship shall be payable monthly by the University Registrar on a bill to be drawn by the Head of such recognized College or Institution who shall certify under his signature on such bill that the scholar is in regular attendance at the College, that his conduct is good, and that his progress in University studies is satisfactory.

5. Should the scholar discontinue his University studies, or be unfavorably reported on by the Head of his College or Institution, it shall be in the discretion of the Syndicate to stop payment of the stipend or to declare the Scholarship forfeited.

6. The annual income of the Fund shall be subject to a deduction of 5 per cent. to be contributed to the General Fund of the University.

7. Any surplus, which may arise from the vacancy of the Scholarship, during any year or part of a year, shall be added to the next year's Scholarship so as to increase the monthly stipend payable.

8. The Senate shall have the power, whenever it may think fit, to modify or alter the terms upon which the Scholarship may be awarded, or otherwise to deal with the income of the Fund, provided the object for which the Scholarship has been founded is kept in view.

BOMBAY. D. MACDONALD, M.D., B.Sc., C.M.,
University Registrar.
8th December 1897.

PUNJAB.

The next convocation of the Punjab University will be held on the 4th proximo. The Lieutenant-Governor who is the Chancellor will preside.

The Administration of these provinces encourage technical education (1) by teaching drawing; (2) by giving a more practical tone to education generally in its schools, and by giving lessons there in such subjects as Agriculture and Natural sciences; (3) by providing classes for such subjects as Law, Engineering and Agriculture, qualifications in which are needed by its own officials; and (4) by providing scholarships tenable at higher technical institutions in other Provinces, such as the Bombay School of Art, the Poona College of Science, the Dehra Dun School of Forestry, the Roorki Engineering College, and different Medical Colleges.

NORTH-WEST PROVINCES.

His Excellency the Viceroy paid a visit at the end of the last month to the M.A.O. College at Aligarh. The Viceroy distributed a number of medals to successful students. In reply to an address from the Trustees and a speech by Mr. Theodore Beck, the Principal, Lord Elgin delivered an interesting speech in which he expressed warm approval of the objects of the college and the good work it is doing.

A sum of Rs. 1,600, subscribed by the pupils and admirers of Babu Ishan Chandra Banerji, a well known educationist of these provinces, has been invested in Government securities and placed at the disposal of the Director of Public Instruction for founding a scholarship, called the "Ishan scholarship" to be awarded annually to the best and most well conducted student in the Entrance class of the Hardoi High School.

FOREIGN.

An anonymous donation of £15,000 has been made to King's College, London, for liquidating the College debt.

The University of Cambridge has conferred the honorary degree of LL.D. upon the Archbishop of Canterbury and the Lord Chief Justice of England.

We are glad to note that Mr. Romesh Chunder Dutt, the well-known author of "Civilisation in Ancient India," has been appointed lecturer on the History of India in the University College, London.

A MARBLE bust of the late Miss Frances Mary Buss, the founder of the North London Collegiate school for Girls and the Camden School for Girls, was unveiled recently at the latter institution.

THE "Speer method" of teaching arithmetic which is in use in many of the public schools of Chicago is based on educational principles derived from psychology. One important fact of psychology is that three steps are necessary for complete thinking. A sense-stimulus must pass to a brain-center, and there form an image. Following the formation of the image should be its expression in doing, and in oral and written language. In overlooking the development of the imagining centers and demanding expression before impression, lies the weakness of a large portion of ordinary teaching. In the Speer method the teaching is less formal but more informing. Elementary mathematical work appeals pre-eminently to the motor and sight centers. Hence orderly activity must be made a powerful help toward the desired end. Furthermore the child is made in harmony with the teachings of science to advance gradually from the indefinite to the definite. This new method abolishes the bugbear of a child's school life, viz., the separating and combining of symbols in tabular form.

DR. JAMES, Headmaster of Rugby School, in distributing the prizes to the scholars of the High School for Girls at Leamington, said that examinations nowadays were much criticised. They were told that examinations were very much overdone, and they heard very sad stories of overwork and breakdowns. Again, they were told that examinations set a wrong ideal and object before pupils, and taught them to work, not for the sake of pupils, and but for the sake of distinction and honours and prizes. Examinations might not bring about the best result of all—love of work for itself; but they did, no doubt, bring about very valuable results. They gave a direct stimulus to work at a time when the stimulus for the love of work itself was hardly possible. Examinations also enabled them to measure their result. He, however, hoped that examinations would not be overdone, and that teachers would be allowed to retain their freedom. He ventured to protest against the theory, which was so common at the present day, that education was simply co-extensive with the pumping in of information which would be useful for a boy's or girl's profession in life. There were three great elements of education. First there was information which would be directly useful for their career in life. Then there was the element of training—those subjects which they taught not for their direct use, but because they exercised the reasoning powers of the mind, because they were to the mind what gymnastics were to the body. Then in the third place there was culture. Under that head he included not merely the refinement of taste which was brought about by the study of the arts, but the mental improvement which followed the reading of all that was best and loftiest in literature, and they might add to that the study of history, which enabled them to form their own ideas upon political and social subjects.

The report drawn up by the special committee on training appointed two years ago by the National

Education Association of America emphasises the difference between the possession of knowledge and the ability to impart it in the following terms:—

"One who is to teach a subject needs to know it as a whole, made up of related and subordinate parts, and hence must study it by a method that will give this knowledge. It is not necessary to press the argument that many pupils enter normal and training schools with such slight preparation as to require instruction in academic subjects. The college, with a preparatory department, is, as a rule, an institution of distinctly lower grade than one without such a department. Academic work in normal schools, that is of the nature of preparation for professional work, lowers the standard and perhaps the usefulness of such a school; but academic professional truth has its place in a professional school as in effect a part of the professional work. Professional study differs widely from academic study. In the one a science is studied in its relation to the studying mind; in the other, in reference to its principles and applications. The aim of one kind of study is power to apply; of the other, power to present. The tendency of the one is to bring the learner into sympathy with the natural world; of the other with the child world. How much broader becomes the teacher who takes both the academic and the professional view! He who learns that he may know, and he who learns that he may teach, are standing in quite different mental attitudes. One works for knowledge of subject matter; the other that his knowledge may have free organization, that he may bring to consciousness the apperceiving ideas by means of which matter and method may be suitably enjoined."

In a report on the Industrial Exhibition held at Leipzig this year, which has been prepared by the Commercial Attaché to Her Majesty's Embassy at Berlin, it is stated that in the kingdom of Saxony almost all the trade schools are under Government control. The technical school at Chemnitz, the art and trade schools at Leipzig and Dresden, the industrial school at Plauen, and the building trade schools at Dresden, Leipzig, Plauen, and Zittau were founded by the State, but the other technical and higher schools owe their existence to private initiative. In the spring of 1897 there existed in Saxony (without counting the mining and shipping schools and three Government High Schools) 270 and forty-three commercial schools. Of these trade schools 166 were founded between the years 1874 and 1894. In 1873 the State aided forty-six; in 1883, sixty-two; in 1894, 125 trade, agricultural, and commercial schools in Saxony. Very large sums have been spent in recent years on new school buildings, with which all trades and industries are covered in Saxony, and in Germany generally, when it is mentioned that among the trade schools existing in the kingdom at the beginning of this year there were

ten for builders, nine for barbers and hairdressers, eight for woodworkers (carpenters, joiners, chair-makers), one for confectioners, four for painters and makers, one for shoemakers, three for musical instrument makers, enamellers, three for millers, thirteen for sixteen for musicians, one for toy-makers, one for tailors, two for shoe-makers, two for watch-makers, four for paper-hangers, one for watch-makers, and twenty-smiths, four for trimming-makers, and twenty-three for weavers. There were also forty-nine trade institutes for teaching women, girls, and children. The cost of training at all these schools is very low. At the weaving school at Gross-Schönau, the annual charge is 3*fl.* per annum for natives of the kingdom of Saxony, 7*fl.* 10*sch.* for other Germans, and 15*fl.* for foreigners. This covers from forty-six to fifty-two hours of instruction per week. Tables published by the Government of Saxony show that the number of persons engaged in trades and industries was 322,000 in 1888, and 455,000 in 1896. At tries was 322,000 in 1888, and 455,000 in 1896. At the Government Technical Teaching Institute at Chemnitz, the expenses in 1876 were 7,500*l.*, towards which the Government contributed 5,750*l.*; in 1896 the expenditure had risen to 12,500*l.*, the Government contribution being 9,850*l.*. A sum of 22,250*l.* went contribution between 1875 and 1896 was also spent on new buildings in Saxony 1874. In 1888 there were in operation in Saxony 13,000 workshops, of which 5,100 used steam power; by 1896 the figures were 17,000 and 6,200 respectively. In 1882 the number of fixed steam engines was 5,400, with 76,000 horse power, compared with 9,750 and 335,000 respectively in 1896. To perfectly appreciate the increase, it ought to be mentioned that the kingdom of Saxony had a population in 1892 of 3,500,000 souls.

FREDERICK BURK has contributed to the *Atlantic Monthly* a very able and suggestive article on "The Training of Teachers," from which we take the following extract:—

"The pedagogical notion that he can teach children to observe, to compare, to judge, and to reason, at any time or period of development he pleases, is a pretty conceit, very like the conceit of the farmer who deludes himself with the notion that it is he who makes trees grow: Muscles come into functional maturity by periodic growths; the larger and more fundamental muscles arrive at maturity before the smaller. Yet the present principles of education require nearly all hand-work, as now taught in the schools to be given in the reverse order. Hancock has shown, by careful experiments, that the functional development of the fine muscles, used in much of the kindergarten and primary school work, does not reach its height until much later in childhood than our school methods have provided for. Dr. Elmer E. Brown, Miss Shinn, and Dr. Lukens, in their studies of children's spontaneous drawing, repeatedly chronicle periods of intense activity, almost approaching a mania for drawing, separated by periods in which there is slight interest in the exercise.

"There appears during the time of rapid brain and body growth of children up to the seventh or

eighth year a number of distinct classes of psychic phenomena, as singular in their way as are the rudimentary organs on the physical side. Some of these phenomena, such as doll-playing by girls, have a distinct bearing upon adult activities; but there are others which seem to have no destiny whatever in the adult activities of civilized man. Frequently they appear in opposition to his best interests, just as the water-breathing habit of the embryonic land salamander appears in opposition to the activities of its matured destiny. Among the tendencies which manifest themselves in the early stages of childhood, and later dwindle away or wholly disappear, are the bullying and teasing proclivities of children, instincts to fight without adequate provocation, to fear imaginary monsters of the dark, to fear feathers and fuzzy things, to imagine life in inanimate things, to worship fetishes in a rudimentary way, and to maintain generally a most singular parallelism with early stages of growth of civilization in the race. President G. Stanley Hall, Professor Earl Barnes, their students, and others have collected a mass of curious phenomena of this sort, which is forcibly suggestive of the well-known fact that the gill slits in the embryo, and come and go as did the gill slits in the embryo, and are directed in time and method of appearance by forces beyond the jurisdiction of the schoolmaster. In embryology, the view is now commonly accepted that these succeeding tendencies, though opposing, bear a necessary functional relation one to the other. The tail of the polliwog is necessary to the development of the legs of the frog. If the tail be cut off or seriously injured, the animal never reaches the frog stage.

"The conclusion to which these studies are significantly pointing is the maintenance of a similar law in the psychic development of the child. These curious phenomena are not mistakes of nature, nor errors in economy,—a view that scholasticism has impressed upon methods of education. They are stages of growth functional and necessary to the healthy development in the next stages. Dawson, in his monograph upon human monstrosities, develops this law in detail. He finds that the occurrence of one deformity in embryological growth tends to make others appear, and that human monstrosities are largely the result of arrested development at some one stage. If this law is general and is applicable to the period of childhood, as classified facts strongly indicate, the dogmas of present school work which make a business of suppressing and maiming the tadpole tails of child nature, because they seem of no use to the adult period, need critical re-examination. The kindergarten, for example, takes away the child's doll, and gives it back pyramids to play with; and the whole effort is distinctly to suppress the emotional, and to develop the intellectual, according to the codes and forms of adult thinking. These conditions indicate clearly that there is now urgently needed a pedagogy of the instincts, which will necessarily be radically different from the pedagogy of adult human reason that has been forced upon childhood by introspective psychology."

Department, but the future of primary education rested with them, so they should exert their influence in lending a helping hand to the Joint Schools Committee in the noble work it had undertaken. Mr. Sayid Hasan proposed a vote of thanks to the Joint Schools Committee for its laudable efforts in promoting primary education among the Mahomedans and the keen interest it took in the matter. The motion was seconded by Mr. Mahomed Amir Munshi, Proprietor, *Muslim Herald*, and carried with acclamation. Mr. Munshi S. Fakhruddin proposed a vote of thanks to Mr. Sayid Mainuddin, Deputy Educational Inspector, Urdu Schools, Bombay, for his exertion in rendering valuable services in promoting primary education amongst the Mahomedans in Bombay. The proposition was seconded by Mr. Ghulam Rasul and carried unanimously. A vote of thanks to the chairman brought the proceedings to a close.

A MEETING of the friends and admirers of Mr. K. M. Chatfield was held in the 1st week of February, under the presidency of the Hon'ble Mr. Justice M. G. Ranade, in the Native General Library, Poona, to consider the propriety of raising a fund for a memorial of Mr. Chatfield. At the meeting the following resolution was unanimously passed:—"That this meeting deems it very desirable to raise a fund for a suitable memorial to Mr. K. M. Chatfield for the sympathetic and impartial discharge of his duties as Director of Public Instruction of this Presidency during nearly a quarter of a century." A provisional committee of well-known gentlemen with Messrs. Kashnath Narayan Sane and Shankar Ramchandra Hatwalne as Secretaries have been appointed, with power to add to their number to raise funds and to carry out the object.

Ahmedabad.—A meeting of the friends and admirers of Mr. K. M. Chatfield was held under the presidency of the Hon'ble Rao Bahadur Ranchhodlal Chhotatalal, C.I.E., in the Bholanath Sarabhai Institute, to co-operate with the Poona Committee in raising a suitable memorial to Mr. Chatfield. The following resolution was unanimously passed:—"That this meeting deems it desirable to place on record its high appreciation of Mr. K. M. Chatfield's able, impartial, and sympathetic administration of the Department of Public Instruction in the Bombay Presidency during nearly a quarter of a century, and to co-operate with the Poona Committee in raising a suitable memorial to him." A committee consisting of the Hon'ble Mr. Ranchhodlal Chhotatalal, C.I.E., Rao Bahadur Lalshankar Umiyashankar, Rao Bahadur Becharadas Viharidas, Rao Bahadur Har Govindas Kantavala, and twenty-two other well-known gentlemen in Guzerat, with Messrs. J. G. Shastri and Rewashankar Ambaram Bhatt as secretaries, has been appointed to collect subscriptions for the purpose. Rs. 700 were subscribed on the spot, and it is hoped that a good sum will be collected in Guzerat.

Dharwar.—A public meeting was held in the library at Dharwar, with Mr. Gurunathrao Phatak in the chair, in connection with the proposed memorial to Mr. Chatfield. After speeches had been made by Messrs. Maijekar, Karandikar, Katti, Keskar, and others as to the aims of Mr. Chatfield to the grateful remembrance of the native community, the following resolution was unanimously passed:—"That in the opinion of this meeting, Mr. K. M. Chatfield has laid the native community under deep obligations by his most sympathetic and liberal management of the Educational Department during more than 22 years as its head, and that, therefore, this meeting recognizes the desirability of helping the movements started in other parts of the Presidency for perpetuating his name by a memorial." A sub-committee, consisting of Rao Bahadur Katti, Rao Sahab Karandikar, Rao Sahab Rodda, and Messrs. Keskar, Phatak, Malapur, Mudholkar, Maijekar, Chambassappa, Happati, and Jogalekar has been appointed to collect subscriptions.

Chatfield Memorial.—A meeting of the admirers of Mr. K. M. Chatfield, the Director of Public Instruction, was held on the 15th instant, at 6.30 P.M., in the Stewart Library, Bombay, to co-operate with the committees of Poona and Ahmedabad, in preserving the memory of the retiring Director in this Presidency. Dr. M. J. Mistry, the Acting Civil Surgeon, presided. Messrs. G. S. Mukadam and R. D. Patel explained the object of the meeting. Mr. J. G. Gokhale proposed a working committee to collect funds. Mr. R. D. Patel was appointed the Secretary of the Committee. The Chairman in an eloquent speech referred at some length to the sympathy shown by Mr. Chatfield towards the natives, and to the valuable services rendered by him during the period he was the head of the Educational Department. A subscription list was opened and Rs. 100 were subscribed on the spot.

BENGAL.

DR. MARTIN has been confirmed as Director of Public Instruction since Sir Alfred Croft retired.

SIR ALFRED CROFT resigned his post as the head of the Educational Department on the 24th ultimo.

THE prize distribution at the Bethune College took place last month with Sir George White in the chair.

A MEETING was held sometime ago at the rooms of the British Indian Association for the purpose of raising a suitable memorial to Sir Alfred Croft, the retiring Director of Public Instruction, Bengal.

THE young Maharajah of Tipperah has commenced his reign by making gifts of books and

scientific instruments to several educational institutions in Calcutta. He made a present of X-ray apparatus to the Presidency College and of valuable sets of books to the City and the Ripon Colleges.

THERE were no competitors for the Elliott prize for scientific research last year. The essay for competition this year will be in any branch of mathematics, but it is feared that, unless there is a radical change in the examiners who assessed the value of the essays in the first competition for this prize, there will be another fiasco, if not public scandal.

THE Convocation of the Calcutta University took place on the 20th ultimo. The Viceroy, as Chancellor of the University, presided, and having declared the Convocation opened, conferred upon Sir Alfred Croft, the retiring Director of Public Instruction and ex-Vice-Chancellor of the University, the honorary degree of Doctor of Laws. Mr. Justice Trevelyan, the new Vice-Chancellor, delivered the usual address to the graduates.

AT the last Convocation of the Calcutta University, the Vice-Chancellor gave the following salutary advice to the graduates:—"Great names in all the professions are those of men who have never considered that their time for learning was at an end. Now why is it that the Europeans ridicule and often hold in contempt the B.A. or M.A. of an Indian University. It is on the one hand for his ignorance, and on the other hand for the airs he puts on. For, unfortunately, it is often but too true that the graduate has absolutely no knowledge of any subject that he has not taken up for his examination, and but a superficial knowledge of the subjects in which he may perhaps have passed a very creditable examination, due to a great extent to the cramming which is encouraged by the Universities. The goal that the student has set before his eyes is not his own education, but the securing of the letters B.A. and M.A. to be added to his name. As soon as this end is attained he bids a fond and last good-bye to all his books and all his education, with the effect that when a few years later the effects of his cramming have considerably worn out he stands in bold relief a man of few ideas and of an altogether untrained mind, but with his bumpiness considerably increased. I don't think I have overdrawn the picture. I have come across Indians who have never graduated, but who speak the English language more correctly than many an M.A. or B.A., and what is more creditable to them avoid the use of big words and Johnsonian expressions which the latter delight to indulge in. This was solely due to the fact that they made a careful study of the language and had no necessity to cram."

THE Prem Chand Roy Chand studentship has been awarded to Babu Jnansaran Chakrabarti, M.A., of the Presidency College.

ON the result of the recent M.A. examination, the Sonamani prize has been awarded to Abinas Chandra Guha of the Sanskrit College.

NORTH-WEST PROVINCES.

THE Convocation of the Allahabad University was held on the afternoon of the 2nd instant in the hall of the Muir Central College. In the absence of Sir Antony MacDonnell, the Chancellor of the University, the Vice-Chancellor, Mr. T. Conlan, Barrister-at-Law, presided. After the business of awarding the diplomas and certificates, the Vice-Chancellor delivered his address, reviewing the record of work of the University during the past year.

FOREIGN.

ON behalf of the Royal Geographical Society the Prince of Wales presented last month, at a large gathering in the Albert Hall, a special gold medal to Dr. Nansen, the famous Arctic Explorer.

THE Maharajah of Jeypore has presented to the West Chester State Normal School six large portfolios of artistic photolithographic reproductions of the beauties of the architecture of his old capital. The collection embraces several hundred beautiful views.

BY the sudden and lamentable death of General Francis A. Walker, American education has lost one of its best leaders. His leadership in the manual-training movement, his work in the reformation of arithmetic teaching, and his success in placing the Massachusetts Institute of Technology at the head of all American schools of its class, will never be forgotten.

THE Bill regulating the salaries of teachers in the public elementary schools of Prussia has passed through Committee, and has been read a second time in the Lower House of the Prussian Landtag. The clause which would have given the Minister of Education the power of removing a teacher, for disciplinary reasons, to a position with a lower salary, has been altered to the great relief of the teaching profession.

BROTHER JOSEPH, the Superior-General of the great Roman Catholic Brotherhood of the Christian Schools, recently died at Arcachen, in his seventy-fourth year. Joseph Josserey by name, and the son of very humble parents, he entered the organization at the age of fourteen, and rose to its head in 1884. Though not a priest, he exercised an authority in the Roman Catholic World second only to that of the Pope. Under his control were the 15,000 members of the brotherhood and the 350,000 pupils in their schools, which spread over the whole habitable globe. A man of considerable enlightenment, he broadened the course of education so as to include modern and professional subjects.—*Pall Mall Gazette*.

University of Madras:

The following books will be found useful for Candidates preparing for the Examinations of the University of Madras. They may be obtained from any bookseller in India or from MESSRS. MACMILLAN & Co.'s DEPTS, 17, Elphinstone Circle, Bombay, and 7, New China Bazaar Street, Calcutta.

Matriculation Examination, 1898.

HINTS ON THE STUDY OF ENGLISH. By F. J. Rowe, M.A., and W. T. Webb, M.A. Rs. 2-8.
ENGLISH IDIOM AND GRAMMAR FOR MATRICULATION STUDENTS. (English Grammar Series. Book IV.) By J. O. Neefield, M.A. New Edition. Rs. 2-8.
QUESTIONS AND ANSWERS ON THE ABOVE. By J. O. Neefield, M.A. 12 annas.

ARITHMETIC FOR SCHOOLS. By Barnard Smith, M.A. Revised by W. H. H. Hudson, M.A. Adapted for Indian Students by W. B. Morren, M.A., Professor of Mathematics, Madras Christian College. Rs. 2. [Shortly.]
ARITHMETIC FOR HIGH SCHOOLS. By Gopal Krishna Gokhale, B.A. Rs. 1-8.

ARITHMETIC FOR SCHOOLS. By Rev. J. B. Lock, M.A. Edited and arranged for use in India, by T. O. Lewis, M.A. 3s.

ALGEBRA FOR BEGINNERS FOR INDIAN SCHOOLS. With Answers. By H. S. Hall, M.A., and S. R. Knight, B.A. 2s. 6d.; sewed, 2s.

The Indian edition is specially adapted to the requirements of candidates at the Entrance and Matriculation Examinations of the Indian Universities.

A TEXT-BOOK OF EUCLID'S ELEMENTS. Books I. to III. By H. S. Hall and F. H. Stevens. 2s. 6d.; sewed, 2s. Key, 6s. 6d.

ARRIAN.—SELECTIONS. With Notes, Vocabulary, and Exercises by Rev. J. Bond, M.A., and Rev. A. S. Walpole, M.A. 1s. 6d.

EURIPIDES.—ALCESTIS. With Notes and Vocabulary. By Rev. M. A. Bayfield, M.A. 1s. 6d.

OVID.—TRISTIA. Book III. With Notes and Vocabulary, by E. S. Shuckburgh, M.A. 1s. 6d.

HERODOTUS.—SELECTIONS. With Notes and Vocabulary, by G. S. Farnell, M.A. 1s. 6d.

SPYVETRE.—LE CHEVRIER DE LORRAINE. With Notes, Vocabulary, and Exercises, by H. E. Berthou, B.A. 1s. 6d.

LEWIS.—MINNA VON BARNHELM. Edited by Rev. C. Mork. 2s. 6d.

A PRIMER OF PHYSICS. By Balfour Stewart, F.R.S. 1s.

A PRIMER OF CHEMISTRY. By Sir Henry E. Roscoe, F.R.S. 1s.

HISTORY OF INDIA. By Sir R. Lathbridge, K.C.I.E. 2s.; sewed, 1s. 6d.

COLLEGE HISTORY OF INDIA. By J. Talboys Wheeler. 3s.; sewed, 2s. 6d.

HISTORY OF ENGLAND FOR BEGINNERS. By A. B. Beckley. 3s.

OLD'S BOOK OF GENERAL GEOGRAPHY. By F. R. M. H. 2s. 6d.

CLASS BOOK OF GEOGRAPHY. By G. B. Clarke, F.R.S. 2s. 6d.; sewed, 2s. With Maps, 1s. 6d.

ELEMENTARY GEOGRAPHY OF INDIA, PURNA, AND CAYLON. By H. F. Blanford, F.G.S. 1s. 9d.

F.A. Examination, 1898.

SHAKESPEARE.—AS YOU LIKE IT. Notes, by K. Deighton. 1s. 9d.
MACAULAY.—ESSAY ON BOSWELL'S LIFE. With Introduction and Notes, by E. F. Wilson, M.A. 2s. 6d.

VIRGIL.—ÆNEID. Book VI. With Notes and Vocabulary, by T. E. Page, M.A. 1s. 6d.

HORACE.—EPISTLES. Edited by A. S. Whitte, Litt.D. & Livy.—Book I. With Notes and Vocabulary, by H. M. Stephenson, M.A. 1s. 6d.

CICERO.—DE AMICITIA. With Notes and Vocabulary, by E. S. Shuckburgh, M.A. 1s. 6d.

MOLIÈRE.—LE MISANTHROPE. Edited by G. R. Fawcett. 1s.

SCHILLER.—MARI STUART. Edited by C. Sheldon, D.Litt. 2s. 6d.

ELEMENTARY ALGEBRA FOR SCHOOLS. By H. S. Hall, M.A., and S. R. Knight, B.A. 2s. 6d.; with Answers, 4s. 6d.

ELEMENTARY ALGEBRA. By Charles Smith, M.A. 4s. 6d.

TEXT-BOOK OF EUCLID'S ELEMENTS. By H. S. Hall, M.A., and F. H. Stevens, M.A. Books I. to VI. and XI. 4s. 6d.

ELEMENTARY TRIGONOMETRY. By H. S. Hall, M.A., and S. R. Knight, B.A. 4s. 6d. Key, 8s. 6d.

ELEMENTARY TRIGONOMETRY. By Rev. J. B. Lock. 4s. 6d.

TRIGONOMETRY FOR BEGINNERS. By I. Todhunter. 2s. 6d.

PHYSIOLOGY FOR BEGINNERS. By M. Foster, F.R.S. and L. E. Shore. 2s. 6d.

PHYSIOGRAPHY FOR BEGINNERS. By A. T. Huxman, B.Sc. 2s. 6d.

HISTORY OF ROME. By E. A. Shuckburgh, M.A. 2s. 6d.

F.A. Examination, 1899.

SHAKESPEARE.—A MIDSUMMER NIGHT'S DREAM. With Introduction and Notes, by K. Deighton. 1s. 9d.

LUBBOCK.—THE PLEASURES OF LIFE. By the Right Hon. Sir J. Lubbock, Bart. Part I., sewed, 1s.; Cloth, 1s. 6d. (This part contains the chapters set for this examination.)

XENOPHON.—ANABASIS. Book VII. With Notes and Vocabulary, by Rev. G. H. Hall, M.A. 1s. 6d.

VIRGIL.—ÆNEID. Book IX. With Notes and Vocabulary, by Rev. H. M. Stephenson, M.A. 1s. 6d.

HORACE.—SATIRES. Edited by Arthur Palmer, M.A. 1s. 6d.

LIVY. Books II and III. Edited by Rev. R. M. St. John, M.A. 2s. 6d.

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To those interested in the advancement of female education the results of the recent examinations for honours at London University must be very gratifying. In the B.A. examinations, honours in English are taken by twenty-eight candidates. No fewer than seventeen of these are women, one of whom, Miss Elizabeth Abadi, stands first in the first class. In classics, the first-class honours are equally divided between the two sexes; but in French five women take honours against two men, while in history the sterner sex is out-numbered by two to one. The women students do not, however, show to such advantage in the B.Sc. examinations, although one of their number, Miss Harriette Chick, is the only candidate to take honours in Botany.

PROFESSOR JOSEPH JASTROW, of the University of Wisconsin, proposes the following little problem in logic as a means of testing diversity of opinion:—

Granted that A is B, to prove that B is A.

B (like everything else) is either A or not A.

If B is not A, then by our first premise we have the syllogism—

A is B.

B is not A.

∴ A is not A, which is absurd.

Therefore B is A.

Is this reasoning correct, he asks, or is it not? The Professor requests answers from all interested in the matter, especially from those whose interest in thought is a philosophical one, as well as from those devoted to scientific pursuits.

PROFESSORS DELBRUCK, Hamack, Paulsen, Ad. Wagner and other Professors of the Berlin University have presented to the Academic Senate a memorial in which they pray that the University will take steps to further the University extension movement in Berlin. They propose that the University should appoint a standing committee to take charge of the new movement, containing representatives of the Senate, each of the Faculties, the extraordinary Professors, *Privat-Dozenten*, and the teachers at other local institutions for higher education, with the Rector of the University as chairman. The subjects of instruction should, it is urged, be drawn from all branches of knowledge, with the exception of those which deal with questions of political, religious or social controversy, and would therefore be likely to give rise to undesirable agitation.

LORD PRESIDENT of the Committee of Council on Education has appointed a committee to report upon the education of children of defective intellect. The terms of reference to the committee are as follows:—

To inquire into the existing systems for the education of feeble-minded and defective children not under the charge of guardians, and not idiots or imbeciles, and to advise as to any changes, either with or without legislation, that may be desirable.

To report particularly upon the best practical means for discriminating on the one hand between the educable and non-educable classes of feeble-minded and defective children, and on the other hand between those children who may properly be taught in ordinary elementary schools by ordinary methods, and those who should be taught in special schools.

To inquire and report as to the provision of suitable elementary education for epileptic children, and to advise as to any changes that may be desirable.

THE Danish Holiday Colonies have undergone a new development. This time the rural children are taken into the metropolis, instead of the opposite. Last year some 13,000 town-bred pupils were taken into the country, where they enjoyed all the invigorating and strengthening influences of the unwonted green to the utmost. The good folks of Copenhagen asked the country children to return these visits, and give them an opportunity of returning the hospitality. About 2,000 children were brought to the capital last year, where the girls were accommodated in the gymnastic halls, and the boys at the fire brigade stations. Over 300 persons took a child or two into the house for two days. The hospitality went further than this. The children assembled every morning in a large garden, near the station. The bakers of the city sent them bread for their breakfast free, and restaurant keepers and others sent them coffee, milk, sodawater, &c. After breakfast the little army divided into groups, and visited the chief attractions of the capital, the Zoological Gardens coming in for a lion's share of interest. The railways gave free passes, the steamers and tramways reductions. The teachers had the freedom of the hotels. The majority of the pupils, and many even of the teachers, had never seen Copenhagen, had perhaps never travelled by rail, much less seen electric light or asphaltic pavement.

Educational Notes.

AT the Imperial Institute, on February 11, Professor Jagadis Chandra Bose, delivered a lecture before the Indian Section of the Society of Arts, on "The Progress of Science Teaching in India." In the unavoidable absence of Sir John Lubbock, the chair was occupied by Mr. Stuart Bayley.

THERE seems to be a good deal of truth in the following answer given by a boy of eleven to the question, "How is India governed?"—"There is a person called Governor-General, and he goes out to India, and carries out orders he gets from England. There is also a man in England who telegraphs to him every day."

In his work on "English schools, 1546-8" published by Messrs. Archibald Constable and Co., Mr. A. F. Leach shows by records hitherto unpublished, and for the most part unknown, that there was

before the Reformation a widespread and effective provision in England for secondary education, and that this was destroyed or marred in efficiency under Henry VIII and Edward VI.

THE Report on Public Instruction in Bengal for 1895-96 shows that boarding-houses are by degrees becoming popular throughout the country. The present number of "these excellent aids to discipline" is 166 (including 27 for girls), with 4,757 resident students. Twenty-five of these are under the management of the Government, sixteen receive aid from the Government, and the rest are under private management.

THE report of the Committee appointed by the British Association to consider the teaching of science in elementary schools ends thus: "The all-important point in elementary schools is to train teachers to regard science teaching as a means of mental culture, and to get them to teach accordingly. The courses in the training colleges and pupil-teachers' centres appear to work in exactly the opposite direction; so busy are these institutions in teaching 'Science' for the sake of the Science and Art Department that the teaching of scientific method is apt to be almost entirely ignored."

IN America there is an institution called the Public Education Association, whose object is the improvement of the teaching in schools. In one of the lectures recently delivered under its auspices, Mr. Charles Dudley, the novelist, said that a child's mind is as a garden, in which one may sow weeds or flowers. Stories about Johnny and the little pig he classed as weeds. The "little pig" is nowhere to be compared to the tales of the Odyssey. Non-literary teaching was bad for teachers and scholars alike, and the lecturer thought that for this very reason literature should be introduced into the schools.

WITH regard to the question of discipline and moral training in our schools, Dr. Martin, the Officiating Director of Public Instruction of Bengal, remarks:—"I regard the want of some kind of religious instruction in schools as a great blot in the system of education in this country." Sir Alexander Mackenzie, the Lieutenant-Governor of Bengal, rightly observes that "he can only look for a remedy for the defects so strongly described in Dr. Martin's report to the extension of boarding-houses under superintendents of high moral character, the encouragement of manly exercises, the strict enforcement of discipline by infliction of adequate punishment for violation of it, and to the influence and example of teachers themselves."

MR. BRITON RIVIERE, R.A., speaking at the annual meeting of the Royal Drawing Society, insisted on the importance of drawing as an instrument of cultivating the power of observation. The use of drawing as a means to an end, that end being the cultivation of the mind had been far too much neglected. There was Mr. Ablett's system of

memory drawing, for instance, than which he could not imagine a better method of training the young mind. From the purely artistic side that Society was a very useful one, because it developed, in a very reasonable, easy manner, those gifts which might in one child possibly be natural gifts of a high artistic order, in another perhaps only those ordinary gifts which any intelligent person possessed. The method adopted by the Society ought to be a universal one.

SCOTCH women teachers have suffered a considerable loss of status during the first twenty years of the operation of the Education Act, said a headmistress at the recent Aberdeen Conference of the Educational Institute of Scotland. In both England and Ireland women retained their status as head teachers, 50 per cent. being principals or heads of schools, while in Scotland only 23 per cent. attained to this independent position, and many of these were located in places like Benbecula and Shetland, where the conditions of work were so difficult for men to carry it out, and where the poverty of the remuneration forbade their attempting it. Such was the status of women in Scotland in elementary education, and in secondary education their status was simply nowhere. If they found a woman occupying a good position in the secondary schools in Scotland, they might be sure she came from England.

SIR PHILIP MAGNUS and his brother Commissioners, in their report on the progress of technical education in Germany, point out the following differences between Germany and England. In Germany both the Government and the teacher seem to have a keener appreciation of the value of scientific training as a basis of commercial success. Secondary education is more easily accessible in Germany than in England. "The instruction is more disciplinary, and exercises a deep influence in the formation of habits and in the training of character. The teaching of modern languages is insisted upon to a far greater extent than in any of our own schools, with results of the greatest possible benefit to the German Clerk and Commercial Agent; the absence of frequent and conflicting external examinations gives more time for careful study. The fees are much lower than in schools of corresponding grade in this country."

IN view of the present interest in vertical writing the following advice of the Holy Father Basil (330 to 379 A.D.), to a writer of his day is interesting. "Write straight, and make the lines straight. Do not let your hand go too high or too low. Avoid forcing the pen to travel slantwise, like Æsop's crab. Advance straight on as if following the line of the carpenter's rule, which always prevents exactitude and prevents any irregularity. The oblique is ungraceful; it is the straight which pleases the eye, and does not allow the reader's eyes to go nodding up and down like a swing-beam. This has been my fate in reading your

writing. As the lines lie ladderwise, I was obliged to go from one to another to mount up to the end of the last, then, when no connexion was to be found, I had to go back and seek for the right order again, retreating and following the furrow like Theseus in the story following Ariadne's thread. Write straight, and do not confuse one's mind by your slanting and irregular writing."

IN the United States of America it is common among poor students attending colleges to support themselves by the performance, for hire, of a number of extra academical functions. Thus, at Evanston, it is estimated that, out of 3,000 students, one-third of that number have to earn their living. Many work in the streets in winter, while in wealthy families the student has taken the place of the coachman and gardener. Says the *Chicago Times-Herald*:—"He cares for the lawn, mows the grass, pulls its weeds, rakes away its withered leaves, trims the trees, and thus keeps Evanston bright and green. He feeds and carries the horses, milks the cows, drives the carriage and the coupe, tends the furnace, keeps away the snow, washes windows, beats carpets, runs errands, and, without the slightest stigma of discredit, turns from his labours of the day to attend the brilliant party reception at night, where are gathered together the sons and daughters of the rich—even the very children of those for whom a few hours before he may have mowed a lawn or tended a furnace."

BEFORE the Indian section of the Society of Arts last month, in the Imperial Institute, Lord Herschell presiding, a paper was read by Mr. W. Lee-Warner, c.s.i., on "The Moral Advance of the Peoples of India during the Reign of Queen Victoria." The lecturer said that three influences during the past 60 years had breathed a new spirit of life into India, namely, the abolition of slavery, the equal defence against wrong provided for all classes, and the benevolent humanizing influence of the law and the administration in their endeavours to relieve distress and brighten the lives of the suffering. To the long continuance of slavery were attributed the position of women, contempt for the lower classes, the desire of the upper classes to monopolize education, callous indifference to the suffering of the low castes, and the vitality amongst the latter of extraordinary superstitions and panics. Lord Herschell said that during the past 50 or 60 years there had been growing up a native judiciary, who, upon the whole, were administering justice in India impartially and incorrupt. When one considered the temptations to corruption this was a matter of which they might be justly proud. Sir Stuart Bayley and Sir Alfred Lyall took part in the discussion, and Mr. C. Krishna Menon, Lecturer at the College of Agriculture, Madras, made a spirited criticism of the lecture.

SIR GEORGE WHITE, the Commander-in-Chief of India, made the following excellent remarks on the education of women at a recent prize distribution

in a Girls' school:—"It would be as illogical as it would be cruel to deprive our smaller birds of what I always think must be the delightful sensation of flying within their own aerial zone because they cannot soar as high as the eagle. I look upon the ladies who do soar to the highest educational level as worthy of all admiration. They are not only, as I have already called them, the apostles of knowledge, but they are also the pioneers of a civilization that will slowly, very slowly, force its way into the home-life of this great land, bringing in its train increased appreciation of the position of women, and, through them, leading up to a higher level of thought and of refinement among the men. Ladies, I cannot too warmly congratulate you on the course you are pursuing in this institution; nor can I urge you too strongly to persevere in it. As our schools educate the men, they will, I hope, come to realise how insufficient is the companionship of a wholly illiterate woman, and come in due time to you or more probably to your successors in time, to help them in the education of their daughters. This brighter day will not dawn to-morrow or the next day, but great revolutions, whether social or political, are worked up to gradually, from small beginnings, until men's minds become loaded with the particular idea and favour more rapid development. Then it is—and not till then—that the patient worker for the right is even startled by the rapidity with which his or her hopes shape themselves into accomplished facts and man vies with man to hurry on their fulfilment."

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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, &c., should be forwarded to the Publishers, EDUCATIONAL REVIEW Office, No. 4, Mount Road, Madras.

The Educational Review.

In view of the recent discussion regarding the constitution of the Madras University Fellowships. University, most educationists anxiously awaited the list of new Fellows. In selecting the new Fellows the claims of the Mofussil Affiliated Colleges have been recognised to such an extent that the Hon'ble Dr. Duncan, at a recent meeting of the Senate, was able to say that there was not a single First-grade College which was not now represented in the Senate. The action, therefore, of those who agitated on behalf of the Mofussil Colleges has been fully justified. There is still

ground, however, for dissatisfaction in that the Madras Colleges are more than proportionately represented. This is particularly true when the Second-grade Mofussil Colleges are taken into account. More than all, we have still to wait for the official recognition of the principle that an Affiliated College, by virtue of its being such, must form a constituent part of the University, and therefore have a right to participate in the government of the University. However, we confidently believe that the recognition of this principle will be one of the results of the labours of the newly-appointed Committee. The new list of Fellows is in the second place unsatisfactory inasmuch as that, out of a total of nineteen, only four Fellowships fall to native gentlemen. This is tantamount to asserting that as years go by, and that in spite of their experience of Western education for the last fifty years, native gentlemen are still unfitted for a large share in the government of their own University. Judging by the number of Hindu Fellows who attend the Senate meetings, it is evident they take as much, if not more, interest in the work of the University as the European Fellows.

Lastly, more than half the recent appointments fall to men who, in no sense of the word, can be called educationists. It is useless to recognize the claims of educationists in general, and of the Mofussil educationists in particular, if the votes of these gentlemen are to be swamped by Fellows outside the profession. An ideal governing body will never be obtained until the anomalies to which we have alluded are removed. The Affiliated Colleges, as such, must have a voice in the government of the University; the native element must be strengthened; and finally, the non-educational element must be diminished, at least to the extent of not giving it a preponderating influence.

* * * *

The last meeting of the Madras University Senate would seem to herald a new era in the history of Indian Universities. We refer to the Hon'ble Dr. Duncan's motion with regard to the relations subsisting between the University and its Affiliated Colleges. The motion we trust and believe will prove to have been a most momentous one, affecting vitally, and for good, the constitution of our Indian Universities. How unsatisfactory that constitution at present is the readers of the *Educational Review* know full well. We take the opportunity to thank the mover for what amounts to a generous acknowledgment of the efforts of the Educational Periodicals in the direction of reform. So far as we ourselves are concerned, we have for years past persistently kept the subject of University reform before the public. For some time we met with the usual fate of reformers at the hands of those who should best have known how seriously reform was needed. At last we have our reward in the appointment of a strong Com-

mittee empowered to deal with the question of the relation of the University to its Affiliated Colleges from all possible points of view. Unless we are much mistaken, the appointment of this Committee will mark the beginning of a series of reforms which will end in making our Indian Universities *bona fide* institutions. We speak of the whole of India, for when Madras leads the way, as she so often has done in matters educational, the other Universities will follow, sooner or later, along the same line of reform.

But while duly acknowledging the great concession which the appointment of the Committee to consider the relations between the University and the Affiliated Colleges involves, we must confess to a feeling of disappointment as regards both the composition of the Committee, and the way in which the Hon'ble Dr. Duncan introduced his resolution. The Committee, while containing a large number of prominent and able men, does not include a single Mofussil Fellow. It is true that the Committee is to put itself in communication with the Principals of all Affiliated Colleges, but that is not quite the same thing as having representatives of the Mofussil Colleges to guard the interests of these institutions. We can only hope that the claims of the Mofussil Colleges will be impartially considered by the members of the Committee.

The greater part of Dr. Duncan's speech dealt with the question of College discipline, and thus, in a way, overshadowed the question of the claims of the Mofussil Colleges. The public was certainly under the impression that the Committee to be appointed was to concern itself mainly, if not exclusively, with the claims of these institutions. As it is, the representation of the Affiliated Colleges is almost lost sight of in the prominence given

to the question of the discipline of University students. We do not wish to underrate the importance of this subject, but we scarcely think it is right of the mover to attach the importance he did in his speech to this problem. In fact, to our mind, the real issue has, to a large extent, been lost sight of both by the opener and in the discussion which followed. The Committee must not forget that the primary question before it is the constitution of the University as regards its relations with the Affiliated Colleges.

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As we have already said, the major part

Discipline of
University
Students.

Of Dr. Duncan's speech
was concerned with the dis-
cipline of University stu-

dents. By the way we cannot help thinking that there is a tendency to overestimate the necessity for the University to supervise the morals and discipline of College students. There will be enormous difficulties in the way of making such supervision effectual. The circumstances surrounding student-life in this country are so utterly different from those in the older Universities of England, that it is safe to say, that the Indian Universities will never be able to exercise anything like the corresponding control over their alumni. It seems to us that, constituted as our Indian Universities are, with their Affiliated Colleges scattered all over the country, it is to the Colleges that we must look for the maintenance of discipline, and if the College authorities do their duty by the students, the question of discipline should not be a very difficult one. That at least is our experience. At Oxford or at Cambridge, where as many as thirty Colleges are located in a small area, it is but right that there should be a general supervision exercised by the University, as well as the

supervision exercised by each College over its particular students. At the meeting to which we have referred, it was suggested that the University should appoint proctorial officers in each collegiate town with powers to inspect the lodgings licensed by the University. But which is the more fitting authority to decide whether a house shall be licensed or not? A University hundreds of miles distant, or the College authorities on the spot? Then with regard to the proctorial inspector, is he to be a stranger or a local man? A European or a Hindu? Whoever is appointed there will be many obstacles to his efficient supervision of the students, apart from the jealousy which will undoubtedly be displayed by the different Colleges. Everything points to the idea that it is the College which must be entrusted with the supervision of the students. Let the University strengthen the hands of the Colleges and there will then be the smallest possible need for interference on the part of the University. The scheme, if adopted, will involve much outlay, and of course this will have to be met by the Affiliated Colleges. We think this will be unfair to tax College students unless some real benefit to them will be forthcoming. College students in this country are not a wealthy class. It is with an effort that they pay the present examination fees. It is not as though the University were poor. On the contrary it has a large balance, derived from the examination fees, of which it makes no use, though there are many deserving objects to which the money might be devoted.

* * * *

This is the season for Convocations. Mr. Cook's address at the Education in the North-West Provinces. Madras University Convocation we print in full, besides devoting a short article to many

important points raised in that address. We give this prominence to Mr. Cook's address because it raises the whole question of University reform. At Allahabad, the Vice-Chancellor, Mr. Conlan, in the absence of the Lieutenant-Governor, delivered the Convocation address. The unsatisfactory state of education in the North-West Provinces was the theme which Mr. Conlan chose as the subject of his address. The published educational statistics fully justify Mr. Conlan's plain speaking. The Provinces contain a population of four crores. How little root higher education has taken among this mass of people may be gathered from the fact that 3,324 candidates only appeared for the Entrance or Matriculation examination, of whom only 690 passed. In the F.A. or Intermediate examination 736 candidates only appeared, of whom 310 passed. In the B.A. examination 300 appeared, and 146 passed. This deplorable state of higher education, taken together with the backwardness of primary education, to which we have often referred, sufficiently indicates the backward condition of the people in the North-West Provinces. Fortunately, the Lieutenant-Governor is not the man to permit the continuance of such a state of things. Already he has initiated many beneficial reforms, and we confidently expect that matters will have taken a decided turn for the better by the time the present Lieutenant-Governor's term of office draws to a close.

* * * *

In marked contrast to the address just noticed was that delivered by the Vice-Chancellor of the University of Calcutta. It was as optimistic in tone as the former was pessimistic. The Vice-Chancellor claimed that in substance the prophecy uttered twenty-two years ago,

on the occasion of H. R. H. the Prince of Wales receiving an honorary degree at Calcutta, had been fulfilled. The prophecy was to the effect that, if the past ratio of progress continued, His Royal Highness might find himself the member of the largest University in the world. The Vice-Chancellor, in order to give an appearance of fulfillment to this prophecy, took the somewhat strange course of including the numbers of students at the Universities of the Punjab and the North-West Provinces, on the ground that these institutions are but offsprings of the Calcutta University. By this process a total of 10,000 students is obtained, "a number probably not exceeded in any University in the world." According to this principle of computation Oxford and Cambridge would be justified in counting as part of their alumni all members of the many Colleges outside Oxford and Cambridge which are affiliated to those Universities. The progress of education in Bengal is sufficiently marked without calling in the aid of institutions which, whatever may be their origin, do not form an integral part of the University of Calcutta. The various steps in the process by which Calcutta has taken a leading place among the Universities of India were noticed in the Convocation address, such as the requirement that headmasters should certify that the candidates had a reasonable chance of passing before appearing for examination, the system of recognising particular schools and other restrictions, yet the number of candidates who appeared for the recent Matriculation examination amounted to nearly 6,000. Twenty years ago about one in four who passed the Entrance examination continued his studies to the B.A. degree. At present nearly half of those who enter the University complete their course. The same

degree of progress attaches to the M.A. degree examination. During the same period much has been done for the physical and moral welfare of the Bengalee undergraduates. Students' hostels and boarding houses are to be found throughout the Province, the figures being 166 hostels with 4,475 inmates. Of these hostels 25 are wholly maintained by the Government, 16 are aided and 125 unaided. In this respect, at least, the Madras Presidency has much to learn from Bengal. Curiously enough, though the Vice-Chancellor had something to say on the subject of the scientific equipment of the colleges, he omitted all reference to Professor Bose, who almost at the same hour was discussing the same subject before a distinguished audience in England.

* * * *

We do not wish to enter into the merits or otherwise of the proposal for the establishment of an Oriental Studies.

which seeks to establish a purely oriental side in the Madras University. We have, however, just come across an article in the *Theosophist* which incidentally supports those who oppose that proposal. It is evidently written by Mrs. Besant. It gives much space to the necessity of making Sanskrit a compulsory subject in Indian schools, but most strongly denounces the present method of teaching that language, as well as the teachers themselves. Yet we imagine that the establishment of an oriental side will only perpetuate the present race of pundits and their obsolete methods. There is no mistaking the meaning of the *Theosophist* on this point:—

"To insist on only teaching it in the old way is to doom Sanskrit to extinction as a living language universally known by educated Indians."

"It is further exceedingly important that English should be introduced into the Sanskrit schools in

which pundits are trained, for the growing gulf between the English-educated Indians, who know no Sanskrit, and the pundits, who know no English, is a danger alike to religious and to national life. These two classes understand each other and sympathise with each other less and less, and the legitimate influence which religious men should wield over worldly men is an ever-diminishing factor in the national life of India. These classes must be drawn nearer together, and this object will largely be gained by all educated men knowing Sanskrit and all pundits—the Sanskrit specialists—knowing English, and being a little more in touch with Western thought. A course of Western philosophy should form part of the pundit's education, and it would make him all the better able to appreciate and defend the unrivalled philosophic systems in his own literature. Indian thought has influenced the thought of the world, and the effects of this influence should be known and appreciated by those who are its natural custodians. Men, to influence the world, must be in touch with it, and the pundits are, with each generation, becoming less in touch with it, and more and more isolated from their educated countrymen."

The writer of the article then proceeds to state that the difficulty of making Sanskrit a part of the necessary education of every gentleman is much over-rated. The question is asked why should the Hindu be more backward in his knowledge of the Vedas than the Muhammadan is of the Koran? But surely the writer overlooks the fact that Muhammadan boys gain their knowledge of the Koran at the expense of their general education, and that it is the disproportionate amount of time which they give to this study which so seriously handicaps them in the race with the Hindus.

* * * *

The formation of the "Association for the Industrial Education and Promotion of Industrial Education in India" at Poona represents an attempt to solve the prob-

lem of the industrial development of India. The Committee is composed of a number of prominent men in the Bombay Presidency, including such men as Mr. Justice Ranade and Dr. Bhandarkar. Their names are a guarantee that the Committee means business, though we fancy the ambitious nature of the scheme foredooms it to failure. The idea is to send ten students yearly to the leading industrial countries of the world where they may study the different industries. It is estimated that the cost per student will be not less than Rs. 3,000 a year. The Committee intends appealing to native princes and wealthy chiefs for the necessary funds. We can only say that we trust their appeal will not be in vain. We have often remarked that the future of India depends upon the material and industrial development of the country. If the Association is successful it will help to a small degree to revolutionise industrial methods in India. To some extent this is to be regretted because it means that India in the race for existence will have to give up those handicrafts which have given so distinctive a character to her industries.

* * * *

We are very glad to notice another indication of the useful and beneficial work attempted by the Madras University Union. No better idea could have been conceived than that of giving an entertainment to the new graduates. A large number of prominent ladies and gentlemen in Madras attended the function and expressed their sympathy with the Union in its efforts to draw together students from all parts of the Presidency and their professors.

IMPORTANT POINTS IN THE RECENT MADRAS CONVOCATION ADDRESS.

The address delivered by Mr. J. Cook, the Principal of the Central College, Bangalore, at the recent Convocation of the University of Madras, was a remarkable one for many reasons. The address itself is the second only which has been delivered by the representative of a Mofussil College since the foundation of the University. This fact, therefore, indicates, like the list of new Fellows, that the claims of the mofussil affiliated colleges are at last beginning to be recognised, and this is a very satisfactory result of the recent agitation which has been carried on through the press in South India.

The address is concise and to the point, and is an able and remarkable summary of the most pressing reforms needed in the Indian University system. Mr. Cook very properly first dealt with the question of the alleged lack of originality among Hindu students. He appeared to have made a good point in what he had to say as regards the acquisition of English as a main cause for this lack of originality. As he pointed out Latin was the medium for instruction in mediæval Europe. The acquirement of Latin was quite as difficult a task for mediæval students as English is for Indian students. And yet the great masterpieces of men like Roger Bacon, Erasmus and Lord Bacon were written in Latin. While this is undoubtedly true, at the same time it cannot be denied that the mere fact of having to convey one's thoughts through the medium of a foreign language must of necessity militate to some extent against original work. Perhaps the best truth of this is that little or no advance in scientific enquiry was made while Latin was the medium of instruction. But at the

same time this was the result, not so much because a classical language was the literary medium, as that the true scientific method was not properly understood until Lord Bacon emphasised and copiously illustrated it. This he did through the medium of Latin as did also Newton in his great work many years later. In the main, therefore, we think Mr. Cook's contention right. On the other hand, we fancy that Mr. Cook rather weakened his argument by affirming that "almost every graduate of an English or a Scotch University acquires, in addition to Latin and Greek, a sufficient knowledge of French or German, or both, to enable him to study with profit at a continental University the subject for which he has a special taste." There are comparatively few students who acquire a knowledge of either Latin or Greek to be at all compared with the knowledge of English acquired by Indian students. This is equally true of French and German. The power of following lectures at either French or German Universities is acquired not in England, where, indeed, a boy is well-grounded in the elements of these languages, but in the country where he elects to reside and study. But in the main Mr. Cook's contention, that the learning of a single foreign language in this country cannot be held responsible for the lack of originality displayed by Indian students, is a correct one. The climate, however, is responsible to some extent, but here again it will not do to make much of this deterrent factor. Centuries ago the Hindus produced much original work, though not of the kind to which Mr. Cook refers. It would be something if evidence were forthcoming even of that originality in speculative literature in which the ancient Hindus excelled. Perhaps the greatest ob-

stacle to original work is the home-life and surroundings of Indian students. Saddled from his early years with a wife and possibly a family, and with the thought that he must become their bread-winner as soon as his degree is obtained, how can the Indian student give that concentration of thought which is absolutely necessary for original work? But given the opportunities, the Indian graduate would undoubtedly prove himself to be no unworthy rival to European students.

These are obstacles in the way of original work for which the University system cannot be held responsible. But that the University is responsible to a large extent for this lack of originality there cannot be the slightest doubt. The European Professors in India are often blamed for not setting the example to Hindu students in the matter of producing original work. But it is forgotten that the University curriculum gives little leisure or opportunity to its Professors for work of this kind—certainly far less than is the case in European Universities. It is true that Professors in this country too often yield to the temptation of text-book-making and fritter their little leisure time unworthily away. It must, however, be remembered that work of a higher nature is next to impossible, owing to conditions of long college hours, climate and absence of good libraries. Our students are likewise the victims of the same system. Their hours of attendance at college are far too long; the examinations, as a rule, do not set a premium on original thought, and as Mr. Cook pointed out, many of the colleges are not properly equipped with ample libraries, reading rooms and laboratories. Madras, at least, as Mr. Cook only too truly remarked, has not even begun to move in the direction of the "endowment of research," and there is abso-

lately no encouragement to post-graduate work.

In connection with the question, how far the present University is responsible for our poor intellectual results, there was one part of Mr. Cook's address which we read with peculiar gratification. By a curious coincidence both Mr. Cook's address and an article in the *Educational Review* for last month dealt, almost simultaneously, with a subject which the present writer believes has received little or no attention, namely, the undesirably close association of schools and colleges. Those who read the striking article referred to were already aware of the grave disadvantages resulting from this connection before Mr. Cook so ably drew attention to the same subject. As Mr. Cook shows, "our Arts Colleges having grown out of mere schools, have remained both literally and metaphorically attached to the schools and their methods, instead of being joined to their natural head, the University." Mr. Cook enumerated certain colleges, mainly professional, which are dissociated from schools. Among these, however, he was wrong to include the Teachers' College where members of the College staff actually teach in the higher school classes, and also in excluding the two First-grade Government Colleges at Kumbakonam and Rajahmundry. The Hon'ble Mr. Bliss, at the same meeting of the Senate at which Dr. Duncan introduced his resolution on affiliated colleges, gave utterance to some remarkable words. "It (the University) should make the boys understand that they are Members of a University; the students did not understand that after the Matriculation examination they were Members of a University, which represented and would continue to represent all that was good in this (Madras)

Presidency." The Honorable gentleman put his finger on a decidedly weak spot in the University system, though it is evident that he was totally unaware of the main cause of this unconsciousness on the part of the students. How is it possible for a student who has passed the Matriculation to fully appreciate that he has entered upon a unique and important phase in his education when at the most he is shifted from one room to another in the same building, is taught by his former teacher, and is subjected to the same discipline and methods of teaching to which he conformed while a pupil of the High School? The complete dissociation of school and college is a reform which must at once be taken in hand if the tone of higher education is to be raised, and if the estimate taken of it, both by the students and the public generally, is to be considerably improved. This is a point to which the attention of the Committee appointed to enquire into the relations between the University and the affiliated colleges should be directed. Everything must be done to raise the tone and the standard of collegiate instruction. There is one way, among many others, in which this may be effected, and that is to insist on University students wearing a distinctive dress, or at least some distinctive badge. If anything comes of the idea of appointing a University officer in each collegiate town, the duty of seeing that students never appeared in public without this distinctive dress or badge would naturally form part of the work of that officer. A very practical suggestion as regards the badge is that it should be either the College or the University coat-of-arms embroidered on cloth and stitched on a conspicuous part of the coat. There is not the least reason to suppose that Indian students would not be as proud to wear their College coat-of-arms

as are both the undergraduates and graduates of Oxford and Cambridge. To be consistent, this would necessitate the wearing of the College cap and gown by University Lecturers and Professors within the precincts of the college. This is already done in the Government Colleges, and there is no reason why the University should not insist on all Lecturers and Professors doing the same. This is one way at least in which better discipline and a feeling of relationship to the University may be secured. It is to be hoped Mr. Cook, who evidently sees the necessity for improving the tone of the affiliated colleges, will lead the way in making the necessary reform at the Central College, particularly in the complete severance of the college from the school departments, and so do away with, once and for ever, that hybrid and exasperating term, the Central College High School.

SCRUTATOR.

WOMEN AND CAMBRIDGE DEGREES.

A Grace of June 4th, 1896, appointed a Syndicate to consider "what further rights or privileges, if any, should be granted to Women Students by the University, and whether women should be made admissible to Degrees in the University, and, if so, to what degrees, on what conditions, and with what restrictions, if any."

That Syndicate has now reported, dating its report February 23rd, 1897. No one can argue, therefore, that there has been undue haste in the matter, and it is hardly likely that any opponent has been prevented unavoidably from making any objections which he might feel.

The Syndicate invited the signatories of memorials to the Senate to produce any evi-

dence which they might possess bearing upon the subject: they appealed also to the Heads of Girton and Newnham Colleges, who responded. Evidence collected for a cognate purpose in Oxford was furnished, and Professors Percy Gardner and Vines wrote letters on the question of mixed classes of men and women. These two Professors, with Professor Turner, also addressed a strong appeal to the Syndicate, in favour of joint action with Oxford, and possibly with Dublin.

Their object was to found either a separate University for Women, or failing that, to invent "some means of solving the very difficult problem before them which might be satisfactory to both of them."

The letter closes with a probably unintentional suggestion of the unjust judge, when it mentions "concessions" made from time to time "in order to procure a brief respite from demands reasonable or unreasonable."

The Syndicate had four objects in view in collecting evidence. The first naturally dealt with the extent of the injury done to the professional prospects of Cambridge Women students by their inability to put the letters B.A. after their name.

It is obvious that this is a matter concerning which it is very difficult to collect evidence. First of all, it is well-known by those whose professional duties oblige them to live in the provinces, that there are a great number of so-called educated people who have not the remotest notion of the meaning of the word *Tripes*. It may be argued, of course, that they have no exact knowledge either of the signification of the title B.A. They do not know that it is applied, by a generous University, alike to the senior classic, and to the "poll man" who scrapes through the "ordinary": but long habit has accustomed them

to understand that if a man when he leaves the University can put B.A. after his name, he has succeeded in doing what he was sent there to do. No argument would convince them of the variety of forms which academic success may take. To the provincial mind a "B.A." is capable of instructing and educating youths.

It is easy no doubt to take a stand upon a high ground, and say that such ignorance may be disregarded. But, unfortunately, some of these excellent people are found on Boards of Governors, consequently in their hands rest appointments. And, in their eyes, the most miserable B.A. Degree conferred by London or Victoria—by which I mean the one which its recipient only barely got—is far superior to the Tripos certificate of the most distinguished student of Newnham or Girton. And this is so, not because they have knowledge or opportunity of judging the relative merits of the different examinations, but because the London or Victoria student has the mystic letters, and the Cambridge woman has not.

But though this is widely felt, it is hard to prove. Boards of Governors, perhaps wisely, never give their reasons for taking one and leaving another candidate. Their views only leak out privately. One excellent piece of evidence was supplied by Miss. K. Wallas, of Notting Hall High School, who wrote "that in 1895 the Governors of an Endowed School, where there was a vacancy for a Mathematical mistress, appointed a London B.A. (not Mathematical) in preference to a woman holding a Mathematical Tripos certificate, which they did not understand." Comment seems needless. And another point may be urged: even if the Governors have light upon this not very abstruse point, they still sometimes prefer a

candidate who can print B.A. after her name, because it looks well on the prospectus, and imposes on the parents who are a degree more uninstructed in matters academic than the enlightened board which provides mental food for their children.

The second point on which the Syndicate required information was as to the probable effect of any change on the education of girls in school. In most schools, the percentage of girls going to college is not great, and, generally, special provision is made for them in the upper forms. The whole condition of secondary education is admitted to be chaotic, owing principally to the fact that the Public Day schools, which were originally intended to provide a good, but essentially middle class, education, now find themselves forced to do that, and to provide University preparation over and above, i.e., generally to mingle the functions of a school whose pupils' education ends at sixteen years, with one which expects to retain and instruct them till they reach the age of eighteen or nineteen.

Evidence on this point must therefore have been very hard to procure.

The third point dealt with the effect upon the University of the admixture of men and women. In the younger Universities, where men and women work on an equality, all who reported on this point seem to have spoken in favour of the mixture. But, of course, it is open to opponents to point out that only Oxford and Cambridge are really resident Universities. No one, for example, could pretend that Liverpool or Newcastle-upon-Tyne have any of the qualities of a University city: indeed, to the bystander, their Colleges appear as something of an extraneous, and almost incongruous, growth.

The fourth point was purely educational,

and questioned whether or no an alternative examination to the Previous be still desirable.

It may be noticed that the wider question of the equality of the sexes as a matter of abstract right, with the question of justice, viz., whether the work being identical, the natural reward should be withheld, are not touched upon.

After all, questions of abstract right open the floodgates of rhetoric, to use no harsher term: and if it were possible to settle the question on plainer issues, no doubt much saving of time and temper might be effected.

And the upshot of it all is embodied in five resolutions, the fifth of which is that women are not to be admitted to Membership of the University; but that, having fulfilled the now-existing ordinances, they shall have the title of the Degree of Bachelor of Arts conferred upon them by Diploma; and if they wish, after the lapse of a definite time, and the payment of a definite fee, they shall receive the Degree of Master of Arts, also by Diploma. And if, in the interim, they have made original and valuable contributions to science or letters, they shall in due time receive the Degree of Doctor in Science or Letters, also by Diploma.

A final resolution is to empower the University to confer these degrees *honoris causa* to other women "of conspicuous merit" or who "have done good service in promoting the education of women or in other ways, but have not fulfilled the usual conditions as regards residence and examinations."

So much then for the measure of generosity dealt out to women. It will no doubt have its market value, if it survive the tempest of a meeting of the Senate.

G. E. HOBSON.

THE IDEAL IN EDUCATION.

"The vision of the Ideal guards monotony of work from becoming monotony of life."

WESTCOTT.

PART I.

John Ruskin tells us in one of his books that he once asked the artist Mulready what was the secret of success in painting. The reply was as concise as it was comprehensive, "Know what you have to do, and do it." This principle, so simply and briefly expressed, reveals, as Ruskin proceeds to point out, the secret of success, not only in painting, but in every direction of human effort. In every profession a man embraces, in every work he undertakes, it is a self-evident truth that to have a definite ideal, and to pursue that ideal with single eye and steadfast mind and loyal heart are the first requisites of power, of progress, and of achievement. This will be readily granted as regards most professions. A man is not, as a rule, entrusted with any responsible labour unless he thoroughly knows what he is about. No one would think of employing an architect who was unable to draw a satisfactory plan of a building before he began to build it, no one would commit a valuable diamond to the care of a jeweller who had not proved himself competent to cut and polish it to the best advantage, no one would choose to put himself in the hands of a doctor on whose judgment he could not rely. Every profession has its definite ideal, its standard of perfection, and it is only as a man approaches more and more nearly to that ideal standard, that he attains the power and the name of a master of his craft.

And what is true of the professions I have named, is at least equally true of the profession of a teacher. The art of teaching is second to none in the stringency of its demands upon human nature. To rise to eminence as a teacher requires nothing less than the devotion of a lifetime to an ideal which needs for its realisation purity of motive, thoroughness of knowledge and

energy of character. For the teacher is in his way a builder; a builder requiring skill and judgment of the rarest type, since his work is no less than the building up, from elusive spiritual materials, the characters of the boys and girls of the rising generation: the teacher is, again, in his way a jeweller, to whose care is committed the task of shaping and polishing the rough diamonds on whose untutored minds he has to stamp the impress of the zeal of knowledge: and finally, the teacher is in his way, a doctor diagnosing the separate characters of each one of his little pupils, and helping them all to fight against the disorders of ignorance and prejudice and evil.

Now before I attempt to define what the Ideal in Education is, it may be well to say a few words as to what it is not, and to clear away some of those misconceptions of its aim and scope, which too often take the place of the true ideal in the mind of the school teacher. Few who have had any personal connection with education in this country will deny that the ideal of the average schoolmaster consists of two ambitions, first, to obtain a liberal Government grant for his school, and secondly, to secure an imposing number of successful passes at examinations. That these are very good aims in their way, I should be the last to deny; they form useful stimulants to masters and pupils alike, but we fall into grave error when we mistake means for ends. The Ideal Education does not lie in rupees, or in examinations, but in something at once nobler, simpler, more difficult of attainment, something of which Government grants and competitive examinations are but accessories, valuable only as they serve to promote education's true ideal.

Education may be defined as the systematic attempt to evolve from crude materials well-informed, thoughtful, capable men and women. Its aim is the harmonious development of all the dormant powers, physical, intellectual and moral of our manifold nature, and its success is measured by the fitness of the citizen to discharge the

duties, personal, industrial and social, of citizenship. "The end of man," says a writer quoted with approval by John Stuart Mill, "the end of man is the highest and most harmonious development of his powers as a complete and consistent whole, and the object towards which every human being must ceaselessly direct his efforts, and on which especially those who wish to influence others must ever keep their eyes, is the individuality of power and development. One's business in life is, first, to perfect oneself by all the means in one's power, and secondly, to try and create in the world around one an aristocracy the most numerous one possibly can, of talents and characters." That is the ideal of all true example and influence; school education is intended as a foundation-stone for this lifelong development, and the enthusiasm for the growth, expansion and perfection of the faculties of every child in his charge, is the ruling passion of the true educator. As to the means best adapted for the furtherance of this development there is, indeed, endless discussion in our day. In no age has so much attention been paid to education as at present, and in no age has every detail of routine been so hotly disputed and contended for. But with abstract theories and contested points the schoolmaster need have nothing to do. He is not called upon to judge of systems. From the onset of his career definite standards, rules and regulations are supplied ready to his hand by the provisions of the Educational Code, and his sole problem is how to use the code to the best advantage. He is thus freed from all theoretical difficulties, but he is left face to face with practical difficulties, and these are sufficiently formidable. For the regulations of the code are so numerous and exacting that it is to be feared it too often presents itself, to the mind of the average teacher, not as a manual for his guidance and enlightenment, but as a perplexing set of tiresome rules, compiled for the express purpose of making it extremely difficult to obtain that *summum bonum* of his professional existence,

a large Government grant for his school. The multitude of requirements, viewed in themselves, are apt to seem like puzzling intricacies of educational machinery, unless the teacher is able to penetrate to the hidden principle which underlies them. This root-principle, if I may so call it, is no other than that which I am attempting to define—the perpetual desire and endeavour, namely, to develop the complex faculties of every boy and girl in the school to the highest perfection of which that child is capable. That this is the aim of the code is evident to all who study it in a thoughtful spirit. Moreover in the appendix it is explicitly, though briefly, stated, the teacher is there enjoined, in the first place, to encourage by example as well as by precept all the physical exercises which conduce to the healthy activity and dexterity of his pupils; he is further exhorted to do his utmost to train their faculties for the acquisition of knowledge, and finally he is urged to neglect no opportunities to perfect in himself, and to produce among his pupils, a high and altruistic type of character. Such, then, is the Ideal in Education, as it is pictured for us in the writings of the leaders of modern educational thought, and embodied, more or less adequately, in the Educational Code. How is it then, it may be asked, that an ideal so noble in conception and elaborated with so much care down to its minutest details, is, comparatively speaking, so barren of results? I venture to think that part of the failure may be due to the very perfection of the modern system. We pride ourselves on it, we gloat over each improvement, we almost idolise it, till we are tempted to forget that, after all, system is not everything. Children are not machines; they cannot be educated by machinery, and the most cunningly-constructed system will lack its full effect unless it be enforced by the personal influence of earnest, thoughtful, conscientious men and women whose spirit alone can give life to the dead letter of the written rule. Better a faulty system, worked by an intelligent and vigorous teacher, than the most perfect

system in the world enforced by a dull and pedantic "Dryasdust"! But, best of all, that rare combination of enlightened systems interpreted by large-minded teachers! such bring to the study of the modern curriculum the reflection in their own minds of that genuine enthusiasm for their pupils' welfare which, as we have seen, is the dominant idea of the code. In their hands that partially understood manual becomes as it were transformed, and their vigorous interpretation of all its injunctions regarding physical, mental, and moral tuition forms the best answer to those who would say that its standard is impossible of realisation. To them education is not a system, but a life, and their schools are characterised by a brightness, a vitality and energy patent to the most casual observer. The truth of these remarks will be further elucidated by the consideration, a little more in detail, of the three departments of the teacher's influence to which I have alluded. I will begin with physical education. It is scarcely necessary in the present day to dwell on the importance to every human being of healthy physical exercise. People begin to see that, to use the phrase of a suggestive writer, the first requisite to success in life is to be a good animal, and to be a nation of good animals is the first condition of national prosperity. We are ready enough to assent to the proposition that nothing contributes so much to happiness as health, and that the greatest safeguard of health for boys and girls is active exercise. Yet in spite of all this theoretic knowledge, there is still a tendency abroad among us to consider education as concerned with the intellect alone, and to look upon physical drill and calisthenics as waste of time which might be more profitably spent in cramming for examinations. But here, the ideal of complete and harmonious development will, if adequately understood, and consistently acted upon by the teacher, serve as a useful check upon a too exclusive devotion to brain knowledge. Those who cultivate the brain at the expense of