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permanent waste of all the women of the nation. The Aga Khan's panacea for the evil state of his people is "the foundation of a University where Moslem youths can get, in addition to modern sciences, a knowledge of their glorious past and religion, and where the whole atmosphere of the place may, like Oxford, give more attention to character than mere examinations." For the realization of this ideal he appealed for a crore of rupees. If this be considered too dear a price for the restoration of the glory of Islam and the ideal be not realised, "it will be because the ape within has swallowed the angel; it will be because, though we profess veneration for the faith and for the Prophet, it is but a lip loyalty that will not make this small sacrifice to revive in its purity the glorious faith of Islam."

Several distinguished visitors from Europe attended and spoke at subsequent sessions of the Conference and we are glad to learn that subscriptions have begun to come in. The iron should be struck while it is hot.

The address delivered by Mr. Surendra Nath Banerjee at the 18th Indian National Congress gave a good deal of attention to the Universities Commission. After criticizing its constitution and drawing a contrast between it and the Commission of 1882 mainly in regard to the time taken, Mr. Banerjee touched on the three anathemas, fees, second-grade colleges, and law classes. In his opinion—and in ours—efficiency is best secured by improvement in the professoriate, and he regretted that the letter of the Government was silent about this important consideration. We do not follow Mr. Banerjee in his plea for a still further reduction of the work prescribed at Calcutta:

there is such a thing as a vanishing point. But we are largely in accord with him in the following remarks:—"I fail to understand why the Government should not take the entire responsibility of maintaining at each University centre a central school of advanced study which would draw to it the best graduates of the University animated by a thirst of knowledge and eager for the pursuit of more advanced courses of study. Such a central school would stimulate the pursuit of higher knowledge and exercise a healthy influence upon our educational system. There is no reason why the Presidency College in Calcutta should not at once be converted into a University College of this kind, dealing exclusively with post-graduate courses of study. The State is deeply interested in the higher education of the community, and the State must find the means for providing facilities for such education.

Simultaneously with this comes the announcement that the Government of the United Provinces is considering a scheme for a teaching University on the lines laid down by Dr. Thibaut, Principal of the Muir Central College, in his evidence before the Commission.* These were, that the Muir Central College should be strengthened and devoted to the higher branches of learning. The Intermediate classes would be given up and this work would be undertaken by a new college to be created for the purpose in Allahabad with its own Principal and its own Professors. Several new Chairs would be added to the present college, and it would thus be put in a position in which it would be able to devote its time to scholarship in the sense of the word generally understood in Europe and to science in something more than an elementary stage.

* (See *The Educational Review*, Vol. VIII, pp. 323 ff.)

There is no doubt that opinion in the United Provinces is gradually veering towards centralization. The difficulties in the way of such a scheme as is here proposed are however many and obvious. Some of them were pointed out by the Commission in paragraph 25 of its report.

Professor Ramsay's suggestions in the January number of *East and West* touches Mr. Banerjee's and Dr. Thibaut's proposals at this point, but he is not flattering to the present Indian B.A. degree, which he would convert into an exit examination from secondary schools as is the case in France. In his view, Mr. Raleigh and his colleagues though they clearly perceived the requirements of a real University, were prevented from formulating proposals giving effect to their conception of them, owing to their not having had experience of the Universities of Continental Europe and of America. The gist of Professor Ramsay's paper is that examinations should be tests of not what a candidate knows but of what he is capable. In this respect, English Universities, which examine a candidate for what he has learnt, differ from the great German and American Universities, which examine to test capacity. Thus it happens that the whole system of the latter Universities is so framed as to evoke the latent capacity of scholars and not to put them through a prescribed number of books or subjects. Professor Ramsay thinks that many of the institutions affiliated to Indian Universities are not worthy to be called colleges, and answer more to the character of secondary schools. He would, therefore, as a first step, convert the B.A. degree for which these institutions prepare scholars, into an exit examination from secondary schools as in France. The majority of the present Indian colleges being thus dis-

posed of, he would raise the few really efficient existing colleges—such as the Presidency Colleges—to the status of teaching Universities. The Professors for the Universities should be chosen for their reputation in original and research work, and to them should be largely entrusted the control of the academic side of a University. This side, unlike the present arrangement, should be severed from the financial side, which should be looked after by a small committee of men accustomed to business. 'The true prosperity and success of colleges and Universities in training men for their later careers, and in creating and disseminating knowledge depends on the observance of two fundamental maxims:—First, choose for Professors men who have made some reputation, and are engaged in the active prosecution of research; second, give such men a wide liberty in dealing with their subjects and with their students. Where these maxims have been acted on, University education has been a conspicuous success, and the creation and progress of knowledge have been maintained. May India see fit to adopt and practise these maxims.'

A writer in the *Madras Mail* waxes merry over the answers which came to his notice as an examiner in Geography.

A good deal of ignorance is undoubtedly revealed by the answers he quotes, but there are really very few that are genuinely humorous and no trace whatever of the genius that once prompted a youth to give as the feminine of 'he-goat' the novel answer 'she went,' or that saw in the words 'sole agents' a synonym for 'missionaries.' This latter example is given by our contemporary *Indian Education* and we agree

with the editor that it is a mistake to suppose that examiners are compensated for the tedium of their labours by rare gems of this kind. For the benefit of those, however, who may be making a collection of 'howlers' we append a few which we have culled from a recent English educational paper. In the field of translation 'edidit tres libros' has been given as 'she brought forth three children'; 'mulieres aliæ alia clamant' as 'women cry out for bird's wings'; 'si torrere jecur quaeris idoneum' as 'if you want to warm your useful liver'; 'Joie de vivre' becomes 'whisky' and 'hostis ipse' is 'a host in himself.' To be told that 'the provisions of Magna Carta were a sheet of paper which the king had to sign, pen, ink, and blotting paper' reminds one of Jowett and the Thirty-nine Articles. 'The Sublime Porte is a very fine old wine'—crusty too, we might add. Asked to explain 'Why doth Brutus bootless kneel' a boy replied, 'It was the custom to take off one's shoes in presence of a monarch.' 'The Pope lives in a vacuum' and 'buckram' is 'a male sheep.'

But the thing that most strikes an examiner—and we speak from an experience confirmed by others—is the slovenliness of the majority of the papers that come before him. Slovenliness of thought and slovenliness of execution are in most cases side by side. In four cases out of five the handwriting and spelling are abominable, and it is especially irritating to find words which occur on the question paper wrongly copied by the candidate time after time. Who has not met with the following *ad nauseam*:—Jhon, Edinborough, principle sentance (or sentense), infnitive, opportunities, adversitive, rounge (for rogue), greatly, payed? This last form, by the way, seems to be acquiring as wide a popularity as 'monies'; we noted it in Mr. Crawford's *Cecilia*.

In changing a passage from direct to indirect narration one great fault is the unnecessary insertion of name parentheses after every pronoun, and the exuberant use of 'that.' A glaring and frequent mistake is the use of 'that' after 'following,' e.g., 'To this I made the following reply that,' &c. Even the transformation of Dr. Johnson from 'the mighty sage' into 'the mighty savage' does not atone for this. Labour would be lightened and hearts gladdened however if only some improvement could be made in the writing and the spelling. For these are weighty matters and ought to be attended to at the beginning. At present they are as conspicuously bad in the degree as in the matriculation papers.

At a time when many views are being thrown into the common stock the following extract from a recent letter to *The Pioneer* may not be without interest. "I think 'Second-grade College' a misnomer; it ought to be called 'Intermediate College,' and its affiliation should be made subordinate to a suitably situated 'First-grade College,' to which the pupils of the former may be translated after passing through the Intermediate. This subordination will create a bond of fraternity between the two institutions and the college proper will get sufficient opportunity of watching and guiding the working of its subordinate. Besides, the constant intercourse of an Intermediate College with one of a superior grade would materially add to its efficiency."

In a recent leading article *The Times* deals with an appeal issued by the University of Oxford, and points out that the gifts of Mr. Cecil Rhodes like the

The second-grade college.

The Rhodes Scholarships.

wealth of some of the colleges at Oxford may divert attention from the fact that the University itself is undoubtedly poor. 'Perhaps the chief thing that will strike these students when they come, especially those from Germany and the United States, will be the poverty and the paucity of the academical institutions of Oxford. They will find that the Bodleian Library, the special glory of Oxford, is wanting alike in space, staff, and books, that it is defective in foreign works upon philosophy, political economy, and modern history, and that for this reason the scientific study of European history cannot at present be prosecuted in Oxford.' The writer goes on to enumerate defects on the scientific side and says further that 'although millions of Buddhists are subjects of the British Crown, there is no provision at all for the study of Pali, the sacred language of the Buddhist faith..... If the pocket of the millionaire is closed, the pocket of the nation must be opened. There is no other way of liquidating the intellectual deficit accumulated by long years of indifference and neglect.'

There appears to have been some little apprehension in England as to the class of youth that will soon begin to invade Oxford under the provisions of Mr. Rhodes's will. In this connexion the following remarks made by the *New England Journal of Education* are pertinent. The italics are ours.

'It is rumored that under the provisions of the Rhodes scholarship some wholly unprepared youths are aspiring to Oxford. This is most unfortunate for America. At the best it will be difficult for our youth to do honor to their country in competition with the highly-trained English youth. While it may not be that the provisions of the Rhodes will justify the exclusion of a non-graduate of one of our Universities, those who have the appointing power should see to it that nothing less than an A. M. here should entitle one to the

appointment. Certainly an A. B. should be required. It may mean much to have scores of our young men at Oxford and it may mean little, that will depend upon the equipment of those who are appointed.'

Whatever may be the *pros* and *cons* of the proposals with regard to the study of history which were recently discussed by

the Senate of the University of Madras, we are bound to say that we consider the time of their introduction ill-judged. It will be fresh in the minds of our readers that the proposals to establish degrees in science which were brought forward over a year ago, and reported on by a committee, were shelved on the ground that it was better to wait until the recommendations of the Universities Commission were published. Those recommendations have been before the public for some time now but there has been no disposition to tackle the science proposals again, possibly because they form a thorny subject, possibly because some of the protagonists are on furlough, possibly because it is thought better to wait till legislation has succeeded recommendation. We think those who wish to reform the curriculum in history would have been better advised to wait a little while longer, for if changes are made now which are doomed to be thrown into the melting pot again next year or even the year after, there will be an instability which will outweigh a large amount of reform, even if that reform be real and not, as some are inclined to think, imaginary. There is a perpetual tinkering with those by-laws of the University that relate to examinations that implies a large amount of dissatisfaction with existing conditions. We do not think that that dissatisfaction is likely to be removed by continually altering the syllabus. The quality of the work will be improved not by changing the pattern but by improving the workers and

the material; the colleges need a better class of matriculates from the high-schools.

There are signs that this better class is growing up. The Principal of the Presidency College, whom by the way we very heartily congratulate on his election to the Legislative Council, pointed out one of them at the Educational Conference held in Madras in December. He said, 'among the students in our colleges at the present day, are persons who are the sons of men who are themselves the products of our University system, and there are about some of these certain indefinable qualities, in manner, tone of thought, and attitude of mind with reference to their studies, which distinguish them from other students and which, to my mind, unmistakably indicate the coming of a new era bringing with it the fruition of the methods and efforts of the past.' These are the words of a judicious and thoughtful observer, and they bring us back to the cardinal virtues of patience and hope. The next forty years will in all probability witness a still greater harvest, if we are not in too much hurry to pull up the seeds to see whether they have begun to sprout, or to change the soil and atmosphere which form their environment. In comparison with facts such as Mr. Bijlderbeck has indicated, the petty squabbles about matriculation textbooks, and the inclusion or exclusion of a particular course of history in a particular syllabus, fall into the background.

The very successful Scientific Conversazione which was held in the Museum buildings, Madras, on December 11 and 13, was as His Excellency the Governor put it 'a sudden revival in a more brilliant and comprehensive form of meetings which used to be held, but

which for some years past have unfortunately been discontinued.' He referred to the gatherings of the Madras Literary Society and its journal which ceased in 1894, and to the popular lectures on scientific subjects which were also discontinued some years ago. There can be no doubt that entertainments of this kind have their place and use and we should like to see our universities and colleges taking the matter up. The latter have done so to a small extent, but the conversazioni held at the Presidency College two years ago and at the Muir College in November last in Convocation week, were not thrown open to the public. We look forward to the time when in all the University towns of India there will be the closest connection between the University itself and the local Museum, and that such institutions as schools of art and technical schools will become part of the University machinery. We cannot help thinking that the University of Madras made a serious mistake, when it recently refused to house the vagrant Victoria Memorial Technical Institute in a spare room at the Senate House, and drove it to the shelter at once 'more friendly and less appropriate, of the Young Men's Christian Association. The idea was, we fancy, that 'possession being nine points of the Law' it might on some future occasion have been difficult to remove the would-be tenant; but it is surely more credible that the institute, never we believe very robust, would in course of time have come to be associated, in name and in fact, with the University. With the 'awful example' of England fresh before her India surely ought to avoid the mistake of having an overwhelming number of educational authorities, or of wasting her limited resources on dual systems.

The Editor feels that he must apologize for the lateness of this issue, though the delay is not one for which he personally is responsible.

BOOKS FOR TEACHERS—I. CREIGHTON'S THOUGHTS ON EDUCATION.

Most writers, enjoying all the advantages which come from the use of pen and paper, from the opportunity of unlimited emendation, of repeated proof-correction, find that when the finished product is at last given to the world, the result lags far behind that ideal which attracted them when they set out to write. But Dr. Creighton, some of whose speeches and sermons are collected here, in this volume* under the title of *Thoughts on Education*, was denied every one of these usual helps to perfection. The book is posthumous, prepared for the press by his wife: and the materials at her command were unavoidably imperfect. She says—"for such speeches he often had no notes at all, or at most a few pencil headings on a half sheet of note-paper." There remained then, after their delivery, no record of them except in newspaper reports, or in the Annual Reports of those Societies to which they had been spoken. This left him at the mercy of the newspaper reporter, and that, as all readers who have also chanced to be hearers, know, is not a tender one frequently. Moreover, it appears that as a speaker, Dr. Creighton was difficult to report: he spoke too quickly for the convenience of the ordinary journalist. Many speakers do that, no doubt, and the reporter seizes the drift, and fills the gaps in with platitudes from his own every-day vocabulary. A Cambridge Professor is reported to have remarked once to a student whose handwriting was unusually obscure, "I should be helped if I ever had any idea what you might be going to say." And this was the precise

* *Thoughts on Education* by Mandell Creighton, D.D., D.C.L., LL.D., etc., sometime Bishop of London. Publishers: Longmans, Green & Co., 5/- net.

difficulty which confronted the ordinary journalist when he found a blank in a report of Dr. Creighton's speech. His own stock of words was unavailing because no one but the paradoxical and original prelate himself could know what he had in his mind, save that it was never a platitude, nor expressed in a conventional phrase.

Lastly, as Mrs. Creighton avows in her preface "no consistent theory of education will be found in this book."

When all these objections are massed together, readers may be tempted to fancy that the book will not repay the educator his trouble in reading it. That is far from being the truth.

It is perhaps an idle question to ask which of all those who serve or attempt to serve the State, performs the most indispensable functions. But none can deny that among the foundation-layers of any stable State are the men and women who undertake to teach its citizens, young or old. Teachers, clerical and lay, touch their pupils at more points than any other persons can: they encounter them at every age, in almost every circumstance, in health and sickness, in sorrow and in joy, at moments of achievement, in hours of dullness or dim despair. The subjects of discussion are or may be as manifold as the occasions for them are numerous. Hence, of all people, teachers should be open-minded, fresh, versatile, apt. And how can they arrive at this condition except by keeping themselves in constant contact with new suggestions and stimuli, coming in from all quarters?

No doubt, the professional teacher needs a substratum of settled theory: it may be borrowed intact from some greater and more original thinker than himself: it may be a

résumé (it would be harsh to call it a hash) of many thoughts from many minds: in rare cases it may be, or may seem to be, wholly his own. A theory of some sort if we are to be teachers in any useful sense of the word, we must all have. But around and above that, lightening, illuminating, refining it, we need a wisdom which is made up by the reaction of our own minds on all sorts of apparently alien materials: of suggestions from sense, from memory, from history, from poetry: of stimuli from the experience of others persuading us to acquiesce, or provoking us to revolt in the striking out of some new truth or possibility of truth.

It would be hard to say which part of our mental equipment is the more valuable: the substantial theory, or the circumambient wisdom which directs and applies it. However that may be, it is not for the theory that we are to approach Dr. Creighton, for in the preface already quoted, we are told that "he was always more interested in the practice and principles of education than in its systems. The relation between the individual teacher and his pupil seemed to him of more importance than any system."

These words tell us what it is which we are to expect to find, *viz.*, individuality.

There are people, many of them, who take education always *au grand sérieux*, who blame any of their brethren who approach their work with a twinkling eye. For such as these the second of the introductory quotations on the page preceding the preface, was not written, or if it were, may miss its mark—"The two chief means of teaching are exaggeration and paradox. One or other is necessary to attract attention and show reason for independent thought."

Yet these words are as useful to the world-

be reader of this book as a sign-post is to a traveller on a strange road. They warn him as to the right course. If he be a man who can learn nothing from any writer whose every word may not be taken literally, absolutely, literally, he had better put down this scanty volume and betake himself to some more solemn pedagogue. But if he be one of those who find reflection in a paradox, and light in a half-shown hint, then let him continue on his way, thus making sure that in his next encounter with youth, he will be a less dull instructor than he could otherwise have been.

This is not intended to suggest that the book is trivial: far from it: but it is meant to tell those, who believe that sympathy with the individuals of any mass, sympathy administered by a sense of humour, is the basis of all wise handling, that here is a book to their hand.

Dr. Creighton discusses grave matters gravely and nobly: but he never talks solemnly for the sake of solemnity, as so many pedagogic persons seem to do. There is always, so at least it seemed to one of his readers, the natural, very natural child at the other end of his microscope: a thing with a temper to be placated, a will to be guided, desires to be gratified or diverted, an intellect to be trained; and not a mere artificial object to be tested, drilled, and put in its place in a class.

The book contains thirty different utterances: they cannot be called Essays, since they are more or less verbatim accounts of speeches and sermons. The opening numbers deal with the religious difficulty. At the end of the volume we find discourses as loosely allied to what is generally called education as *The work of a Librarian*. Yet, whatever the title,

not one of these scanty sheaves lets the reader turn from it without some garnered ear: while others send him away with a rich handful.

One of the early discourses, the twelfth, which was originally a speech at the prize-giving of Magdalen College School, is entitled *The Test of Knowledge*. It was delivered in 1895. Every year that passes sees the encroachments of what is called the practical educator: the constant recurrent cry is for *useful* education. Dr. Creighton's words fall with a grateful comfort on the ears of all who hold that education and the flesh-pots of Egypt are not synonymous terms.

"Your headmaster has said that boys hate knowledge but I do not suppose that when he says that about boys, he means that, in this respect, they differ from men. It is the great characteristic of the Englishman that he loathes ideas, and detests knowledge for its own sake, and only values it for its practical usefulness. The Englishman is much more given to doing than he is to knowing, and if he knew more I do not think he would do as much. Therefore, I shall not sing a psalm in favour of education because I believe it will make you more outwardly successful, for I do not think it will. I do not think that if we take technical education to every cottage, we shall increase English trade in the least....."

Really, education will not make a boy succeed much better in the world. Most of the men who have succeeded in the past have been men who were not educated, but the men who taught themselves. What education will do for you is to put you in the way of learning for yourselves such things as you want to know. I want to impress upon you that the motive power for everything must come from within.....If boys

could learn at school all about everything, that would only leave them dull persons. The object of their education at school is to give boys mental alertness and an eternal curiosity, and its real test is whether it leaves them always saying to themselves 'why?'.....The records of industry show nothing more clearly than that all real mental skill depends on asking questions.....Discontent arises when men want to get something which they have not got, and discontent is after all only the power of asking questions, of being intellectually on the alert, of going about the world with our eyes open. If your education, though it may go but a little way, has that result upon your minds, it will assuredly be most productive... The real joy of life is to feel that we are learning to take a broader view of things, that we are growing into a bigger world, that we are not a mere echo of the people about us... If England is to continue to exist and to go forward, it must be because its individual citizens develop more and more the power of forming a right judgment; and that power depends on the capacity for seeing into what is essential with regard to any question that comes before us. I can desire nothing better for you boys than that you should try to cultivate within yourselves that clearness of vision, which can penetrate through the difficulties of life, and carry the soul into that region where discontent is unknown."

Now, this passage is eminently characteristic of Dr. Creighton, and it is also an excellent model of the educational weapon which he is praising. It is a passage full of statements which can be traversed, which the dense and the hurried can misunderstand. A careless reader might go away and say—"Oh! then school does not matter, one is as good as

another: Dr. Creighton says 'really education will not make a boy succeed much better in the world.'

"But such a one misses the whole point. The passage is at once a statement and an educational test. It is meant to provoke the questioning which it declares to be the very narrow of education; it requires us to be "mentally alert," to "go about with our eyes open." If the teachers in any school can stimulate their pupils into this condition of sensitive questioning activity, if the pupils can respond to the demands of their pastors and masters, then there is the education which can be expected to bring "success in life," which cannot be tied up in parcels, or distributed through a shop, or reckoned in balance at the Bank.

The pith of the discourse is contained in nine words—"the motive power for everything must come from within." But before that motive power is active, teacher and taught—(as none knew better perhaps than Dr. Creighton, himself a skilled teacher)—will have spent many a fruitful hour in company. The passage closes with a few illumined words, which kindle the feeling which must be touched if intellect is to do its best work, a passage reminding us of one of those vistas in a picture by Botticelli which leave the mind and the feeling free to stretch themselves beyond the bounds of the immediate insistent moment.

Some of Dr. Creighton's speeches are more detailed than the one quoted above, such for example as the XVIth, *The Art of Teaching*, and the XVIIth, *Apollós*, in which latter occurs that drastic reminder which, laid to heart, might save many a man and woman from irksome routine, many a child from dreary hours.—"Do not think that you have

done your duty by simply becoming a teacher. It is not worthwhile to be a bad teacher."

"When the truth is put to us so, we cannot resist it.

Dr. Creighton has a trick of pricking time-honoured bubbles in a most engaging fashion. In an age of Reading Unions and Extension Lectures, many well-disposed persons torture themselves by schemes of reading and puzzle about the *best* books. All their difficulties might vanish as the morning mist, if they could accept his simple standard of reading:—"There is no worse bondage than that of not knowing what to do with your spare moments, and no worse bondage than the 'book on the table.' On the table in the drawing room, there are books to be found without any adequate reason for their being there; and when it is asked why they are read, the answer is that every one is reading them. People ought never to read a book without having a motive for reading it, a reason for reading that particular book rather than any other book."

Much further on in the book, we find another dictum about reading not less sensible and convincing:—"A great many people who leave school with good intentions of continuing their reading, really stultify their good intentions, by still continuing to be the slave of books. They set themselves the task of reading a particular book through. They seem to expect and demand that the mechanical process of turning over so many pages in a fixed time will leave a deposit of ideas. But this does not necessarily follow. We are not all the same kind of persons, and on the whole we had better start with ourselves. If a book does not teach me anything, no matter though it teach thousands of other people, it is no particular good to me, and I had better go on till I find a book that does teach me

something, till I get hold of something which will make things clear to me, which is in sympathy with my mind."

Here, as elsewhere in the volume, we find that firm hold on the individuality of each creature which made Dr. Creighton such an effective teacher, and which would or might make a substantial foundation for every other teacher. It seems precisely the right attitude in which to approach a person committed even partially to our charge: there is in it that element of respect due from one human being to another, essential wherever sympathy is to be established: and there is in it also that demand made upon every creature that he shall be or become something, somebody which he and he only can be or become, the something which, if he does not attain to it, will fade into a condition worse than nothingness, a condition which may be described in the often misapplied word—lost.

Dr. Creighton may not have elaborated a theory, but he had read our common nature like a book, and he had set himself deliberately to practise upon it, until he became a skilled performer himself, and a more inspiring guide to his fellow-labourers than many a more systematic and solemn pioneer in the same path.

GERALDINE HODGSON.

[The late Rt. Rev. Mandell Creighton was born in 1843. He was educated at Merton College, Oxford, and was fellow and tutor there, 1867-75. After nine years of parochial work in Northumberland, he went to Cambridge as Dixie Professor of Ecclesiastical History. In 1891 he was made Bishop of Peterborough and in 1897 Bishop of London. His great work was *A History of the Papacy during the Reformation*, in five volumes. He lived a particularly strenuous life, and his death in January 1901 was ascribed to sheer exhaustion due to overwork.]

THE PROFESSION: ITS PENALTIES AND COMPENSATIONS.*

As I understood my address was to be a valedictory one, I did not want to take up any subject which would too strongly suggest the school-room or the study. You have all of you Jacob-like waited for the required term. And except for the lawful impediments that may be advanced in the case of some in the examinations before you, there is nothing between you and the profession. A few words setting forth the virtues and the shortcomings of what you will have to take for better for worse and sustain in health and in sickness will not be thought out of place. Hence I shall not apologise for addressing you this evening on 'The Profession: its penalties and compensations.'

The profession of teaching is chosen to-day with greater deliberation than it was some years earlier. In those days everyone who might have completed his education was thought to be readily equipped for teaching what he had learnt. There was comparatively little difficulty for those who had a good school or college career in securing appointments as teachers. Many ambitious youths who would not have cared to remain teachers throughout life condescended to wield the ferula for a brief season. They spent some time in looking about for desirable openings in other professions and after securing situations more to their minds kicked down their young ambition's ladder. Of late years such shiftings have been less and less possible. The school authorities require technical qualifications from the teachers they wish to employ and few people care to change the profession after they have elaborately qualified themselves for it. It will be agreed that this change has been good both for the schools and the teachers. Mr. Facing-both-ways was never remarkable for making much progress in either.

* A lecture delivered on the 11th December 1902 before the Teachers' Association, Saidapet, by K. B. RAMANATHA AIYAR, M.A.

In the earlier days then, I might have faced you and found perhaps 'a little bench of heedless bishops here, there perhaps a chancellor in embryo' or their Indian equivalents. Now I may take it, that all of you, with the exception of a negligible few, will be teachers, or at best, budding professors and inspectors. It seems to put a damper on young enthusiasms about to devote themselves to what you have heard spoken of as 'the noblest calling,' to talk of its penalties and compensations. If you do not pitch your expectations too high, you will not be disappointed. Anyhow truth requires that I should weigh my words and not indulge in rhetoric.

I may tell you at once that by choosing to be teachers you give up many things dear to the ordinary man. The possibility of making a fortune you give up. The gifts which you have and which will enable you to succeed in your present profession may make you successful in commerce or as a lawyer or as a medical man.

The emoluments of the teacher though lower on the average than can be got in the professions just mentioned by men of the same capacity are tending in the case of Indian teachers to shrink from year to year. Time was, in the palmy days of Government High Schools and Colleges, when teachers got liberal salaries. After the abolition of the Government Schools, Native schools and Mission schools stepped into their place to carry on the educational work. The scale of salaries paid by the native and mission agencies to the members of their staff is lower than the Government scale. The resources of the above-mentioned bodies are less than those of the Government and hence they have to be more economical in their payment to their teachers. Again in the restricted field of the Department itself, less scope is given to men to distinguish themselves than in the earlier days. The salaries which would not tempt a European graduate in the earlier years are tempting

enough to him in these days of keener competition and easier communication. And many positions which the Indian teacher could have reasonably expected to fill after distinguished service are given away to fresh men from England. If it is a Vice-Principalship on Rs. 250 or more, if it is a Principalship on Rs. 250 or more, you may be sure it is not for you, if you are in private or in mission service. In the Government service it has not got to be so bad yet. If you serve long enough, and if you are careful enough not to displease the powers that be, you may hope to rise to be a Professor or an Inspector of Schools.

Though money considerations must not weigh with you, still you cannot afford to despise it. You will find that of the three educational agencies in India, the Government agency is on the whole the best to serve under. In spite of the undesirable elbowing that you have to submit to in pushing yourself on, you will value the Department for the opportunity it affords you to show, at one time or other, what stuff is in you. In the mission schools, I believe, it is a rule scarcely broken that the higher professorships are reserved for the missionaries. With the aims and objects they have in view, they cannot do otherwise. The policy and the guidance of the college are naturally in the hands of the college professors, and it would not do to admit into the ranks of the professoriate men of whose sympathies they cannot be sure. As regards the Native Colleges, you will find that there are very few that can afford to pay attractive enough salaries for European principals or assistants. In cases where they can afford it, it would be to the advantage of the manager or the managing authorities to do so. Many a friction would be avoided by the good understanding that exists between a European Principal and the Inspecting Officer. I do not see why the manager should patronise you when he can get a European for the same or a slightly higher salary. As for responsible work being given you in the native

colleges, you can be sure of being appreciated if you are already occupying an assured position in a Government or a Native State college. I do not mention it to you as a matter of complaint. But I want you to recognise that as business men having responsibilities to discharge to the public, the Native College or School managers cannot afford to play the role of men setting experimentally upon the hill-tops lights that seek to hide themselves under bushels.

You must thus recognise the limitations of advancement in the service except in the case of the happy few. I hope there are some such among you, who may break their birth's invidious bar and rise to distinction. I need not of course refer to the lower limit. It will be the minimum subsistence allowance consistent with the master's sense of self-respect. I may allude in this connection to an undesirable state of things that tended considerably to lower the scale of salaries in the schools of the Presidency town. The advantage of attending the law lectures was made to count as one of the items in determining the pay of the teacher. With the exigent attendance that is required now in the Law College we have not now many in the profession serving two masters. Still this has tended to lower permanently the scale of salaries in the town.

The rewards in other professions being more substantial than those of the teacher, and the majority of men being guided by money standards of worth, you will find that you occupy a secondary position in the estimation of the public. If you are one caring for the pride and pomp of life, if you are eager to splash the mud of the coach wheel to the discomfort of the peripatetics less happily circumstanced, if you long to 'cut a figure,' you will do well to betake yourself before too late to some other profession. You must not be swayed by material considerations, those which can be appreciated by the vulgar herd. You are making, each to some extent, a renunciation of the good things of the

world. Circumstanced as India is, I have thought that the teachers fill the position that the monks did in the middle ages in Europe. They are the true Brahmins and not those who arrogate the title to themselves from the accident of birth. The resemblance would be found to be still closer were it not that the commercial spirit of modern times has put a money value on the work of the teacher.

By the very fact that you have chosen the teacher's profession you show that you have not the blatancy and push that will make you distinguished as a *vakil* or a public man. And you will find that even in matters in which your opinion is entitled to some weight, you will not be listened to, and, if at all, only impatiently. You must not be nettled at such a state of things, and you will remember that human nature has not essentially changed since the days of Socrates and Cleon.

The public opinion will be only a copy, an echo of the opinion of the domestic circle, of the small social conclave about you, unless you are blessed by the company of people having no taint of vulgarity.

Another of the difficulties of the profession is the responsibility thrown on one to conduct oneself in a manner worthy of the calling. The necessity to be on one's good behaviour is greater than in any other calling. The consciousness that the evil of the teacher's character may evoke the like qualities in the young people committed to his charge must be a very irksome burden to sensitive minds. But it is just possible to exaggerate the influence of the teacher on the pupil's character. He is one of the many influences moulding the youthful minds. The congenital endowments of vital energy, temperament, and capacities, are acted on more powerfully by the environment of family, society and government. And, yet, as it is the privilege of the teacher to be in contact with young minds when they are most impressionable before the gristle, mental and moral, has har-

dened into bone, he is a factor that cannot be ignored. It must be regarded from one point of view as a responsibility and it will be felt as a penalty whenever the weight of chance desires makes itself felt, when duty does not wear her most benignant grace. We may not present a very edifying spectacle when the Mr. Hyde in us overcomes the Dr. Jekyll.

The last of the penalties that I can think of is that the teacher's is a limited sphere of experience and he does not come into the full current of life's stream, and he is not buffeted by the winds and storms of heaven, and he has not the keen tingling experiences of the tragedies and the raptures that may be the lot of men who are in the very thick of the battle of life. He is as it were taken at a certain stage of adolescent youth and 'preserved' for ever in that condition. Something of the power that art has to immortalise certain situations and life experiences his profession has. He is but a schoolboy overgrown, one of a larger growth and, may be, of greater learning. He has left the bench he was occupying and gone up to the chair which, till now, he was, perhaps, only occasionally and furtively occupying. In the words of Hartley Coleridge, he is 'long time a child, and still a child, when years had painted manhood on his cheek.' Hence it is our people are not prepared to recognise teaching as a profession.

Are these all penalties, we may ask? We may now take the other side of the shield. Need the schoolmaster be an overgrown child except in so far as being a child is an advantage? If he is able to preserve the child's freshness of feeling, the child's zest for the simple pleasures of life, it must be regarded as a lucky circumstance. If the life of the schoolmaster keeps him in contact with young ingenuous minds and gladdens him with the sight of the shining morning faces of the scholars, it makes it easier for him, to use a Wordsworthian phrase, to keep a young lamb's heart amid the full-grown flock. The deleterious influence cannot be denied of profes-

sions in general, and chiefly of those that make you acquainted with man's possibilities of degradation. That the soul is subdued to what it works in has been recognised from the days of Plato and Cicero. You may not escape it and you may be occasionally falling into the blunder that the schoolmaster Lamb tells us of fell into — of offering to correct the composition of men as great as Lamb. You can retain all the advantages of the profession, and any tendency to immaturity of experience and dogmatism may be cured by your taking part in all the activities of life, and by constant association with those who are your intellectual superiors, and by cultivating the gift of humour which makes you see yourself as others see you.

If you feel it a burden to support the character of a virtuous man, you must give up the profession. The sooner you realise the trust you have, the more earnest you are in discharging the trust, the better for you and for the young men you have to teach. In other walks of life people may tolerate a distinction between private morality and public morality, but that is a subtlety that I have had no patience with. In the case of the schoolmaster there can be no such distinction made. If you are to train up youths who are 'to perform justly, skilfully, magnanimously' their duties in life, you must be a shining example of duties well-discharged. If you are not punctual, orderly, methodical yourself, you cannot expect such things from your pupils. There are other virtues which have no bearing directly on the school work. But the way in which the abysmal depths of personality make themselves felt cannot be perfectly explained. In some way virtue has a power of streaming out of one and I have always felt that a few minutes' talk or silent communion with good men is as efficacious as holy water to drive out the devil in us. As I have already referred to you as the clergy of India, I cannot sufficiently impress on you the importance of leading noble lives inspired by high ideals. The stronger your

characters, the more vigorous and full-blooded yourselves, the more strenuous will be your struggles with the devil and his works. Knowing what potentialities for good you have in yourself you will fight the good fight and quit yourselves like men.

As for your taking a back seat in society so to speak, a great deal depends on the way you behave. I have found in many schoolmasters an apologetic attitude towards society. If you are yourself inclined to worship the golden calf you must not be surprised that the world judges you by the standard you are too ready to recognise. Money standard is a tangible, appreciable thing, and one easy to estimate by. You are a Mr. Dash if you are in receipt of a certain salary, and you are Dash, Esq., if you are in receipt of something more. The golden fool or the golden wiseman will be more respected than the penniless fool or the penniless wiseman. Even the learned pate may duck to the golden fool. Is all oblique, therefore? The acquisition of wealth requires certain talents. The world pays its homage to such talents. You have deliberately chosen a profession where money making on a large scale is impossible and the world will always estimate those who protect their property and safeguard their lives as higher than those who merely train their intelligence. You will frankly accept the world's estimate of men but you can at the same time conduct yourself in a manly, self-respecting way.

Even with regard to the first of the penalties, that you are not able to get as ample rewards as those in the other professions, do you not see the justice of the arrangement? Regarding the matter purely as an investment, the qualifying for a teacher's profession costs considerably less than the qualifying for the bar or for medicine. If you invest less capital, you can get only less returns. Again you have not the glorious uncertainties of the professional rewards in law where a comparatively lucky few draw big prizes and the many draw blanks. You have not the base trucklings

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to those who could be professionally profitable and you have not to do what is compromising to your dignity. You can keep the whiteness of your soul and that must be counted when you think of the low pay you get. People engaged in unwholesome employments, Adam Smith has taught us, must be paid more than those engaged in wholesome work. A flower-gatherer cannot be expected to be paid as well as a coal-digger. The only way to happiness is to have 'simple tastes and mind content.' The words are those of the Autocrat. It has always struck me that what he mentions are the things we may, all according to our means, seek to have. A house, plain wholesome food, some money 'a little more than I shall spend,' decent clothes, some pictures, books, a violin, are very desirable acquisitions. Honours and jewels I have omitted, — as 'silly toys' and 'baubles.' I daresay many of you begin life with these desirable things and others again may have nothing to start with. The standard of comfort which desires the above things is not very high. And with a little prudence and foresight you can get them. You must early in life invest some amount each month or half year in a sound Insurance Company. You are not expected as schoolmasters to make as much show as the Vakil or the Revenue official. If you get less money you can spend less. You will at starting get monthly salaries which will be thought handsome by your parents and grandparents. If you do not early save something, you will find with increasing demands on your purse that saving is a trouble and you will have to be always dependent on the good graces of your employers. If you get Government employment you may get the pension, but very few of our men live long enough to retire on their pensions. If you are in Mission or Native schools, the need for prudence will be more pressing. At any moment the mission authorities may feel the need to dispense with the services of the heathen, the native managers may find you too costly an article or you may be otherwise 'unwelcome' to

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them and they may give you broad hints that you may go. So if you begin early to save a little, you will be rid of the harrowing anxiety of being thrown out of employment, a rock always ahead of those in non-Governmental schools.

From the reference I have made to service in non-Governmental schools you may carry away too sombre a picture of the nature of the service. If you are known to be good teachers, you may be sure of employment in the absence of better men on pay determined by the conditions of the market. Preferment doesn't go on the principles of seniority, the grave of all excellence. The ambitious teacher that wants to make his mark will do well to enter service in private schools. Even if the pay is not punctual, and if it is sometimes uncertain, there are splendid opportunities of doing good work and when you are pitted against a long established Mission school, the game becomes exciting. I expect young men not to be too calculating but full of generous impulses and I hope you will make your contributions of service to native schools. Poor and badly equipped as they are, they deserve some consideration at your hands. Your ability as teachers may be the lucky means of establishing some more native high-schools on proper bases. I don't disguise a liking for them, for it is on them we shall have to depend in the last resort for the spread of education. For the other institutions are, necessarily, only temporary makeshifts. They are but John the Baptists to prepare the way for our true Messiahs: the Native Schools and Colleges. And it is only when we have a large enough number of them and of the proper sort we can say that the education of the country is on a firm basis. You must in proportion to your abilities help to bring about the advancement of native schools. I know that your college authorities will be chary of advising you to take service in native schools. But youth is generous and is not overcareful of rupees, annas, and pies, and I hope there will be some

dedicating themselves to this generally not too thankful service.

Not the least of the compensations is the leisure you can command as teachers. A good portion of the time will be taken up by the preparatory work of the school. But there will be some time left which you can call your own. And this time you can employ in any congenial work. I cannot conceive of any work more congenial to teachers than that of adding to their knowledge of literature, arts, and the sciences. Every one of the profession should have for his model the Clerk of Oxenford who preferred at his bed side Aristotle and the philosophers to gold in coffers. You should all gladly teach and that you might so teach you should also gladly learn. No pursuit can be more pleasing and absorbing than the acquisition of knowledge. The dipsomania of knowledge may under certain circumstances be mischievous. When it makes you forget the duty you owe the students it leads you astray. But I don't suppose you will forget yourself so far as to mistake the means for the end itself. Your acquisitions will be subordinated to your duty as teachers. Wide and discursive reading of the sort that Dr. Johnson delighted in will be found very useful by you. Such is the interconnection of knowledge that you will find that nothing comes amiss to you. Those of you who are ambitious of being good teachers (as who is not?) would do well to study systematically the great English prose writers and poets. Among the modern English writers as safe guides for improved power of expression I may call your attention to Newman, Froude, Thomas Hardy, Nathaniel Hawthorne and John Morley. You will not neglect poets like Tennyson, Matthew Arnold and Clough. Meredith as a novelist and poet, Browning, Emerson, Lowell, and Holmes, will have an irresistible attraction for those who care for the marrow of thought. As for the earlier writers you will follow your own tastes but two books I must mention with which you must make yourselves thoroughly familiar. One is the

Authorised Version of the English Bible and other is Shakespeare. Quotations from these and allusions to characters and personages in them you will find in all writers of any literary pretensions, and you will not be able to enjoy what you read unless you recognise the quotations and make out the allusions. By the way I may mention that to all students who have thoroughly steeped themselves in the plays of Shakespeare there is a delightful treat in Judge Madden's *Diary of Master William Silence*.

The necessity to be well-acquainted with the master-pieces of English literature will be felt by all engaged in the profession. To those who want to specialise in English I may be permitted to give a warning. If you want to have a scholar-like knowledge of English you must equip yourself with thorough study of the grammar and usage of the tongue and even after this conscientious study you will find that in a living, growing language like English there are things that mystify you. You must be prepared to accept on many matters of usage the opinion of cultivated Englishmen. You can understand what immense advantages those have who have sucked in the knowledge of the language with their mothers' milk. The position occupied by England with regard to India, and the business needs of modern times, and the wealth of the literature enshrined in the English tongue, will ensure for it the greatest attention. Those of you who have a talent for language acquisitions will do well to learn a classical language, Greek or Latin, and a modern European language like French or German. I may call your attention to the pre-eminence of the Greeks in the world of literature and the pre-eminence of the Germans in matters of research. The languages are rather difficult to master but they will eminently repay study. Those who are not equal to the effort may study Latin and French much easier of acquisition than the two last mentioned. One reason mentioned against entrusting the Indian student of the language with any responsible

work in the teaching of English is that he is ignorant of the classical languages which have played so prominent a part in the development of the language and literature of England. You can, so far as in you lies, remedy this defect. You may say that studying as you do Milton, Tennyson, and Matthew Arnold, you must catch the classical spirit, as they reproduce for us, each in his way, the epic and the tragic grandeur of the Greek, the subtle grace of the Latin, or the pensive beauty of the Sicilian poets. In these days of excellent translations like those of Leaf and Lang and Myers, Jowett, Lonsdale, and Martin, there is no reason why the Indian schoolmaster should not know Homer and Plato and Virgil and Horace as far as these can be known through translations. And there are the Ancient Classics for English readers or readers of English, and Foreign Classics telling you of Dante, Cervantes, Voltaire and Goethe. So you cannot complain of lack of materials to widen your literary horizon. And one word before leaving the subject of fresh acquisitions. History and Philosophy form with Literature the 'humanities' and whatever the exigencies of modern life may be, I don't see why schoolmasters should neglect any one of the three. The study of History and Philosophy and Literature are most intimately connected and in the systematic study of the Principles and Theories of Education you have been going through you have seen the connection exemplified. I want you to develop into neither arid economists nor mystical metaphysicians nor mooning literary voluptuaries, but to become men of broad based culture who can evoke the talents of your pupils on all sides.

There are other and perhaps more immediately profitable ways of utilising your leisure. Among those that have been mentioned by others and that occur to me are (1) taking in private pupils, (2) keeping hostels, (3) doing journalistic work, and (4) literary work.

Before I notice these in order I shall mention one drawback. Unless you happen to be

extremely conscientious, you will find that you devote more than a fair portion of your time to such by-professions and except in the case of prodigally endowed individuals or of those who are higher in the profession and command great leisure and other facilities, the work ostensibly paid for will suffer. So I wish you to be diligent in your calling and devote to such avocations the time which is strictly yours to spend as you like.

The first two of the avocations have, I believe, the sanction of England. If your work at school or college is a really taxing one, you cannot be expected to have that alertness of mind or that freshness of spirits that alone can make your coaching useful. If you have energy enough for the work, I for one do not see anything to find fault with. I may lament the necessity that drives you to add to your income by such work. In these days of hostel extension it may strike many of you as a possible source of income to have hostels conducted by yourselves and attached to the schools. If you have business talent you will be doing your pupils a great good and may add slightly to your income. But I suspect the Brahminical traditions are against the adoption of the plan, and there are so many degrading associations connected with hotel keeping in India that we may not care to make the profession look more vulgar in the eyes of an un-discerning public than it does already. We may devulgarize it by taking up the work, but I do not think it can be done immediately.

There are two other by-professions, i.e., Journalism and Literature. If he does not wrap up his talents in a napkin, the schoolmaster must be able, under favourable circumstances, to do journalistic work. There is his own profession which will furnish matter for study and thought and the educational journals will be ready enough to welcome expressions of opinions on matters of educational importance from those engaged in the profession. Again there is so much to record and make permanent for those who may succeed us, in the

customs and manners which under the dis-integrating influences of the new ideals will disappear. A good working knowledge of Sanskrit and the vernacular tongues will be a desirable equipment for the work. Pandit Natesa Sastri has shown us what work may be done in this direction. You know that one reason that makes the vernacular literature less influential than it is, is due to the stilted style its devotees cultivate, and accustomed as you are to the manly simplicity and direct expression of vigorous English writers, you may profitably attempt a reform in this direction. There is the wide field of Indian History so far as such history can be reconstructed from a study of the vernacular literature and the archaeological remains we have. Whenever our men have had opportunities of having professionally to deal with such subjects, they have shown themselves equal to their work. Any small field you are drawn to, you may mark out for yourself and pursue your studies in that direction, and if there is anything you light upon interesting to the public, you may publish it.

As for solid literature there are two kinds of this and minds of two orders to produce them. There are highly original minds. A stray idea or two fructifies in them abundantly. It is with them as with the virgin soil of America which, tickled with a hoe, laughs with a harvest. There is no dictating rules and precepts to such favoured beings. Geniuses will speak out and in India at least we have not come to the stage of men of striking originality and power being crowded out by a mass of inferior men. There are others not remarkable for originality. They excel in digesting masses of materials for history, and in elaborating systems. This branch of knowledge the schoolmasters may cultivate and this branch of literature they may add to. They may patiently collect facts and sift them and have memoirs written on different subjects that interest them, leaving to writers of greater power than themselves to organize the facts and show how

they are related to one another. It is a humble role I assign to ourselves, because we cannot be expected to command the leisure and the facilities which make first rate historical or research work possible. When the best of our energies are taken up by professional work, we naturally have very little left for other work. No doubt we have in Europe many men engaged in business who have made a name for themselves in the field of letters or art. But the conditions that obtain among us are not favourable for intense devotion to the things of the mind. The social atmosphere is against us. We have to improve the social atmosphere and spread at school and outside school the need for broad-based culture. When we have the proper *milieu*, as Taine would put it, we shall have the men whose advent we look for.

What stands in the way of our succeeding better than we have been doing is this: that the new education is not thoroughly believed in. There is an aloofness of spirit with which the new knowledge is regarded. The picture of Puran Bhagat is not a caricature and does represent a side of Hindu character. We must do the best we can to make the new knowledge thoroughly assimilated by imparting it with the trained skill which institutions—like the Teachers' College—enable us to acquire and the insight we may all be born with. We should show as best as we can that we have ourselves thoroughly assimilated the new spirit. The life we live should show the leavening influence of the new culture. A transcendent genius like Shakespeare or Goethe may rise above the sordid surroundings of the home. But for the ordinary man he will rise with the family, the society, and the church or its equivalent, or fall with them. It is the work of the schoolmaster, the work of us all, that must bring about the one or the other result.

I have tried to set before you the shortcomings as well as the advantages of the profession you are about to take up. I likened you when

I began to young Jacobs, about to wed your Rachels. One wise precept to follow to secure wedded happiness is to cultivate a judicious blindness to the faults of our partners and to have a keen eye for their virtues, according to the old saying. The fault with our Rachel is the absence of material rewards and the difficulty of sitting in high places with the mighty of the land and the virtue is the necessity and the possibility of self-culture and the imperious duty of spreading it. We have unrivalled opportunities of exhibiting in ourselves models of the plainest living and the highest thinking. These virtues have been till recently cultivated by the teachers of India. And as you teachers though recruited from all classes are the true Brahmins of our days you will not object to practising their virtues.

What I have been saying is not new. The truths we live by are truths that can bear repetition, and provided the advice is wholesome I do not care if I am criticised by old stagers as having told you that Queen Anne is dead or something about as novel. I shall not seek shelter behind Emerson who tells us that each book is a quotation, and that every house is a quotation out of all forests and mines and stone quarries, and that every man is a quotation from all his ancestors.

Now that I have mentioned Emerson I will end with a pregnant saying of his that Holmes laments he couldn't print in golden letters *Hitch your wagon to a star*. Some, the favoured few in the educational line, may be high priests with their costly vestments of blue and purple and scarlet, with breast plates and shoulder pieces, and others again may be humble ministrants in the temple. But we, the greatest and the least among us, can erect above ourselves, hitch, each his wagon to his star, and in that spirit, do the work and become—

A link among the days, to knit
The generations each with each.

A PROCRUSTEAN BED IN OUR EDUCATIONAL SYSTEM.*

Among other things that will make memorable the administration of His Excellency Lord Curzon are the educational reforms which he has undertaken to introduce. The edifice of the Indian educational system first received its plan and estimate in the great Despatch of 1854. The building was proceeded with and in a few years the cope-stone was given to it by the formation of the Indian universities. It then underwent repairs and improvements in Lord Ripon's time when the Education Commission was appointed. Two decades have since passed by and it has again been subjected to the professional eye. It would have been well if the whole structure, foundation and all, had been shown to one body of experts; for then would only those improvements have been suggested which were considered feasible with due regard to the condition of every part of the building. As it was, the roof was entrusted to the gentlemen of the Universities Commission whose recommendations are now everywhere on the table. These recommendations would not have perhaps met with so much opposition, had the public been given an intimation of what, if anything, was going to be done with the other parts of the edifice. The recommendations, to my mind, pre-suppose certain conditions of primary and secondary education which do not exist; but which the Commission thought perhaps ought to exist and might come to exist. To insist on intension rather than extension, height rather than breadth, pre-supposes a certain amount of desirable extension already secured in the lower stages of instruction. In speaking of the German Universities, Mark Twain says that they help a student to add a steeple in the shape of a speciality to the mansard roof which he put over his general education at the gymnasium; while, in other countries, the mansard and nothing more is

* A lecture delivered before the Rajahmundry College Teachers' Association by A. C. Pranatibhara Aiyar, B.A.

reserved for the university course. I am afraid that the Indian Universities Commission looked up to this steeple of a German University and did not sufficiently look down to the Indian high-schools to see if the mansard roof was already there. Most of their recommendations would appear in a new light to their hostile critics and come in pat if corresponding improvements were effected in the lower stages of instruction. We do not know what the deliberations of the Simla Educational Conference were and what conclusions it arrived at. We only know that there has been more money allotted for education which will perhaps be spent in strengthening the administrative agency and in the increase of grants-in-aid. So far as we know, the authorities seem to think that the existing system of school education is fairly satisfactory and that it only requires the expenditure of more money to perfect it. It is my purpose in this lecture to examine how far that system satisfies the needs of the country and the demands of education itself. I leave out that education which is a direct preparation for employment in life, in other words, technical education. I leave out of account again religious education, but limit my survey to that education of a general nature which is given in schools and forms the basis of higher education or of special training.

The grade of a school depends on the course of instruction given in it; and in determining the course of instruction the two points to be kept in view are: (1) the age of the pupils, and (2) the social aims of their parents. The early years of school-age are those of the development of the perceptive and conceptive faculties which the instruction of childhood should have for its object; and, as the age advances, the studies should be such as to bring into play the higher faculties of abstraction, generalisation, and reasoning. These principles are fairly recognised in our curricula; but the other point is ignored of suiting the instruction to the wants of the parents, i.e., of adjusting it to the after-career of the pupils.

When our educational system first came to be organised, we naturally went on the model of the English schools. From the grammar school to the public school and from the public school to the university represented an educational ladder, like which we made one for ourselves and set it before our children to climb. This one ladder still stands for all, though few children are in a position to climb to the topmost round of it. Only 4 children in 1000 are ever able in our Presidency to proceed to the collegiate stage of instruction, while so many as 917 fall off with the primary course.* The ladder of learning principle, therefore, is inapplicable to all but a microscopical portion of the people.

The schools that should exist for the people may be compared, in respect to their aims and ends, to the houses that they live in. You cannot prescribe one standard plan for all the houses to be built in a town; for, if you did so, the poor man's means would all have been spent before he had even laid the foundation. On the other hand, what houses were built would, with their adjuncts, adjust themselves to the wants and means of their respective occupants. More than nine-tenths of the people are so circumstanced that their children, if they are at school, must discontinue their education at a very early age, say 12, and help them in a variety of ways. To carry food to their parents when they are at work in the fields, to tend the cattle, to take the bricks to the mason building the wall, or to fetch the small tradesman at his counter what things he wants, is with these people a division of labor necessitated by the struggle for existence. The remaining children whose parents are able to keep them longer at school may be roughly divided into three classes, viz., (1) those whose education stops at about 15 years of age, (2) those who could continue in school till about 18 years of age and (3) those who have the means and the talents

* Report on Public Instruction in the Madras Presidency for 1900-1901, p. 4.

to proceed still further. The schools that exist for these different classes of children should have different aims and ends suited to their different stations in life and after-careers. They should not be left like half-built houses to the mercy of the sun and rain, but some sort of roof should be put over them, be it only of thatch. In other words, the scholars leaving off at each stage should have their education rounded off at that stage, so that, equipped with it, they might pursue their different careers in the world. Each kind of education should be an end in itself; and no school that is mostly attended by children whose education stops with that school should be so organised, as to make it an accessory to a higher school.

The principles I have just enunciated are those governing the German system of education. They are also the principles on which the Education Commission of 1882 made their recommendations. "Primary education," they say, "should be regarded as the instruction of the masses through the vernacular in such subjects as will best fit them for their position in life, and be not necessarily regarded as a portion of instruction leading up to the university." The education given in the secondary schools should also, they say, be "sufficient and complete in itself"; and with this view they recommend that "in the upper classes of high schools there be two divisions—one leading to the entrance examination of the universities, the other of a more practical character, intended to fit youths for commercial or other non-literary pursuits." It is easy work to pull down; difficult to erect. Little has been done to give effect to these excellent recommendations of the Commission, though, of those of a destructive nature, the abolition of Government institutions has been proceeded with in this Presidency rather too precipitately. Something was done indeed by the institution of that ill-fated examination—the Upper Secondary; but its ill-success only shows that no system of examinations, however elaborate, can effect anything

without a proper organisation of schools corresponding to it.

Our course of instruction is a Procrustes' bed for all classes of schools. Turn over the leaves of the Madras Educational Rules to where you find the curricula laid down for schools; and you will find that the classification has been adopted and the instruction has been arranged on the ladder of learning principle. You see the young arithmetician, for instance, standing with one foot on the addition and subtraction of fractions of the same denominator in the fourth standard of the primary school and the other on the rest of vulgar fractions in the first form of the secondary school. If the latter rung of the ladder is not within his reach—and to nine out of ten children it is not—there he has to stand all the same with his one foot dangling in the air. The Despatch of 1854, which we hold to be our educational charter, defines primary education as “consisting of so much knowledge, at least of reading and writing and of the simple rules of arithmetic and of land measurement, as would enable each man to look after his own rights.” But the young agriculturist who stops with the primary course has not learnt sufficient arithmetic to find out for himself what assessment he has to pay on his 3 acres 67 cents of land at so much per acre, but must take for granted what the Karnam tells him. Of land measurement he has no knowledge. Mensuration is no doubt an optional subject for the primary course; but I am not aware of any school where it is taught. And even if he has learnt it, our young landholder must needs have his holdings in rectangular plots of which alone he could have learnt to find the areas. Let us suppose that he has run into debt like most of his brethren; he cannot compute for himself what interest he has to pay. The small trader's son that has come home from the primary school measures out to a customer 4 seers of rice at $11\frac{1}{2}$ seers a rupee; but must ask some other as to what money he should receive for the rice sold. This is what he is as he is fashioned by our code; but the people mind their interests better than the Government does for them and arrange among themselves for some

kind of practical instruction to supplement that of the prescribed curricula. There are some things in the indigenous system of instruction which are good in themselves, but which in the sweeping condemnation of all that is old are ignored. Such are the native methods of arithmetic, accounts, and mensuration, of which we might retain such as have an intelligent basis and are of every-day application. It is well-known that a lad that has only learnt indigenous arithmetic can do offhand a bazaar calculation at which our high-school pupils would be helpless without slate and pencil. Thus our primary course is imperfect in that it does not meet the requirements of the people. Again, nine boys out of ten that receive instruction in our schools go home from them without knowing, unless in an incidental way, that there is such a country as England or that there are such cities as Calcutta and Bombay. Geography is taught in the primary school, but these items of knowledge are placed as unnecessary, in the higher rungs of the educational ladder. Nine boys out of ten, again, become citizen sbearing their own parts in the national life without any notions of what government they are subject to and what their rights and obligations are in respect to it.

It is needless to multiply instances to show that our primary curriculum provides a poor outfit for the children of the masses. It is also superfluous in the case of those children who stop with the primary course and yet are made to learn English and other unnecessary things. Our whole system of primary education should be recast. We should understand by primary schools—or for the matter of that the term *elementary* would be better—only those institutions that exist for the masses and provide a scheme of instruction fit for them. An elementary school, under the Elementary Education Act of England (1870) “is a school or a department of a school, at which elementary education is the principal part of the education there given and does not include a school, or department of a school, at which the ordinary payments in respect of instruction for each scholar

exceed nine pence a week.” In other words, the Act excludes from the term “elementary school” all those schools attended by the children of the richer classes with whom primary education only leads to secondary.* Such schools require a different treatment and the course of instruction has to be so arranged as to pay more attention to the formation of the mind than to its information. They correspond to the *Vorschulen* of Germany and may well be called *Preparatory Primary Schools*, or *English Primary Schools*, as English should be a second language taught in them.

The elementary schools intended for the people should combine information with culture with a preferential regard shown to the former. These objects are secured in the *Volkschulen* of Germany which correspond to them. The Prussian Elementary Code prescribes the following branches of instruction, all of which are compulsory.* (1) Religious knowledge, (2) German, (3) Arithmetic, (4) Geometry, (5) Drawing, (6) *Realien* by which are meant history, geography and nature knowledge, (7) Singing and (8) Gymnastics or needle work. The course in arithmetic includes reduction, simple rule of three, and vulgar and decimal fractions, the problems given applying to the transactions of every-day life. The instruction in geometry, which in the German *Volkschulen* is virtually elementary mensuration, is connected with arithmetic and drawing. The instruction in history consists of certain biographies taken from German history; and the chief features of the progress in civilisation are also dealt with. The geographical instruction “is to begin with the surroundings of the house and school; it then deals with Germany and with the outlines of general geography; shape and motion of the earth; causes of day and night and of the seasons; the zones; the five oceans and the five continents; the chief states and cities of the world; the greatest mountains and rivers.” The rest of the instruc-

tion in the *Realien* consists of object lessons in natural history, botany, &c.; and its aim is “to accustom children to an attentive observation and to bring them up to a thoughtful consideration of nature.” Natural Science also comes in and the children are accustomed “to an approximate understanding of those phenomena which daily surround them.”

It may appear to some that this is a Gargantuan course of studies that the Germans have prescribed for their primary schools. But it should be remembered that the elementary course in Germany is longer—up to the age of 14—than in India. It should also be remembered that it is not that the sciences as such are taught to the children, but that they are only given a knowledge of the most important and generally known scientific truths. Nobody would dream of introducing astronomy as a science into the elementary schools; but no educated man should leave his fellow-citizens to ‘feed, breed, and die’ with the impression that this earth is flat resting on Adisesha's head and that every now and then those terrible dragons—Rahu and Ketu—make sad work of the life-giving sun and the love-inspiring moon. We do not expect the average landholder to mathematically prove that the area of a triangle is equal to half the base multiplied by the perpendicular height; but we may expect him to take his offsets and measure his fields on that supposition. The world would be in a sad plight if it proceeded on the principle that no knowledge should be communicated unless the recipient of it is able to go intelligently into the scientific proof of it.

Pestalozzi declared that the elements of education should relate to word, form, and number. It is the time-honoured reading, writing, and arithmetic, with drawing—an essentially modern requirement—added to writing and placed under form. This three-fold division of knowledge covers indeed all that is indispensable for an average citizen; but form and number being definite, in their aims, language should be made the medium of instruction in what else is necessary. There should be only one language taught

* See p. 468 ff. Special reports on educational subjects, 1896-97, presented by the Education Department of England to both Houses of Parliament.

within the easy reach of all? But the golden opportunity has passed, and we must make the best of a bad position. English must be learnt, if the sciences of the West have to be learnt. Fortunately it is a language which gives "ready access to all the vast intellectual wealth which all the wisest nations of the earth have created and hoarded in the course of ninety generations."

Secondary education should, like primary education, be "sufficient and complete in itself" for those who proceed no further; but, like primary, it should no longer have an exclusive reference to the practical requirements of the student in after-life." On the other hand it is liberal education resting on a considerable culture and a fairly wide range of ascertained knowledge. It is the education that is necessary for skilled and effective service, including the service of Government. The young men from the secondary schools who do not proceed to the university—and they are so many as 19 in 20—at once enter into active life and upon the practical duties of citizenship. They should, therefore, have not only gone through those intellectual processes which will enable them to intelligently learn their several duties, but should also be equipped with a certain amount of practical knowledge that will make their apprenticeship easy. At the same time the interests of the one student in twenty whose heart is set on 'nature's wealth and learning's spoil' should not be made to suffer for want of what preliminary training is necessary so as to enable him to join the learned hierarchy. Thus, as the Education Commission recommended, there should be a bifurcation in the higher forms of large secondary schools—one division preparing students for the different services, both private and public, and the other for entrance into the university. The former should learn some subjects of a practical nature in addition to the common course and the latter what would give them instead a more extended basis of learning. An Indian classic, for instance, might be taught, in addition to the vernacular, to the students proceeding to the university. In the Prussian gymnasien three languages are taught besides German viz., Latin and Greek and a modern

language, French. In the realgymnasien which are the Greekless sisters of the gymnasia, a second modern language, English, has to be learnt. The realschulen are non-classical schools, but French and English have to be learnt besides the mother-tongue. In Indian schools I consider it desirable that besides the language of the people and the language of the Government, the classical language of the country should also be learnt by those who have before them a university career. In simplicity, directness, and other essential qualities, the classical languages have an incomparable superiority over the modern. Their value is great even to the scientist as pointed out in the Berlin memorial of 1880 to the Prussian minister of education; for they cultivate "the ideality of the scientific sense, the interest in science not dependent on nor limited by practical aims, but as ministering to the liberal education of the mind and the many-sided exercise of the thinking faculty." At the university, therefore, the vernacular of which the student has had about ten years' study, may well be dropped.

The course of instruction in the secondary forms would, where bifurcation has been made, stand as follows:—

COMPULSORY.

1. English.
2. Vernacular.
3. Mathematics, the present course in Geometry being extended so as to include the Fourth Book of Euclid.
4. History of India, Geography, and Civics.

ELECTIVE.

For the University Course.

1. An Indian Classic.
2. The outlines of the History of England.

For entrance into public or other service.

Any two of the following:—

1. Mensuration with Surveying and Levelling.
2. Agriculture.
3. Drawing.
4. Sanitary Science.
5. Book-keeping and Commercial Correspondence.

It is time that I bring this lecture to a close. But before doing so, let me anticipate one or two objections that may be made to the views advanced therein. It may be pointed out that the scheme would lead to the overpressure of the already burdened minds of our youths. This cry of over pressure has of late been set up in the educational world; but I, for one, do not join in it. To my mind it is either a mere sentiment or the refuge of the inefficient or lazy teacher. If we compare the curricula of our schools with those of schools in Europe, the complaint should rather be, how much less we teach than how much more. I have already given you an idea of the course of instruction in the German *Volksschulen*. In the German high-schools, besides the three or four languages taught, instruction is given in religion, history proper, geography and natural history, mathematics and physics, and chemistry and mineralogy, not to speak of writing and drawing, and singing and gymnastics—all of which subjects are compulsory. The instruction is indeed spread over a course of nine years—from 9 to 18; but at the latter age, the culture and knowledge possessed by the German student far exceed those of an Indian student at the same age. My proposals do not pretend to give the mansard roof of Mark Twain in the secondary stage, but only the lower slope of it for those who look up to the university and a sort of curb-roof for the rest.

Another objection that may be urged against my scheme is in view of the uncertainty of parents, as to what school or what course of studies they should choose for their children. "The German school system" (upon which my recommendations *mutatis mutandis* are based), says Dr. James E. Russel of New York in his recent book on German Higher Schools,* "is not designed to lead pupils step by step from the kindergarten to the university, to form a connected series of grades, each of which is the natural development of the preceding one. The elementary and secondary schools are quite independent of each other..... The parent is obliged to choose a school

* p. 133.

for his nine-year old son, and on this selection depends in a large measure the boy's future career. The necessity of practically determining the trend of a boy's education before his personality is adequately known, places a responsibility upon many parents which they cannot properly discharge." A similar question with our parents in reference to my proposals would be, whether they should send their children to an elementary school or to a preparatory primary school, and whether, if they are in the secondary schools, they should elect for the university course or stop with the final schools. The latter case presents no difficulty, as it is easily determined by the circumstances of the parents, and the ascertained capacity and inclinations of the boy. In the former case, however, there is some difficulty in ascertaining a child's individual capacity and *ceteris paribus* the chances are as many of a talented lad stopping with elementary education as of a dullard being pushed up to the university course. There is also the consideration that when both the inclinations of the parents and the talents of the pupil point to the ladder of learning, such a ladder may not, and cannot, be set up everywhere in the shape of a preparatory primary or secondary school. But such cases are inevitable in the order of things; and the few must suffer, where their suffering cannot be helped, for the many. It is the combined duty, however, of the parents, of philanthropic societies, and of the state, to see that no talents fraught with possible good to learning and to humanity are lost or are left neglected. As Professor Rein said in his admirable paper on tendencies in the educational systems of Germany: "Every individual should enjoy an education corresponding to his individual capacity; but all should be attuned to the same key, so as to be men and women, strong in character, noble in temper, and vigorous in action; citizens of an earthly empire, which through the education of its people would be ever more and more formed in the image of the Kingdom of Heaven."*

* Education Department's (of England) Special Reports submitted to both Houses of Parliament—Vol. III.

in the elementary schools, viz., the vernacular. The reading books should be of two classes of which the one should be more of a literary, and the other more of a realistic nature. The first class of readers should contain choice poems suited to the young and selections in prose, narrative, descriptive, and didactic, and calculated to appeal to the religious and moral instincts in the children and give them a taste for the beautiful and the noble. The other class of reading books, which might be called *companion readers*, should cover nearly the whole ground occupied by the German *Realien*. They should contain tales and biographies from the history of India, a very general outline of geography, the simple rules of health, lessons in elementary science treated like object lessons, and some points of civic instruction. All these items of information—and they have their educational effect as well—should be carefully graded and distributed over the several standards of the elementary course.

The companion readers would thus provide a stock of useful knowledge, supplementing the stock of useful vocabulary of the literary readers. I have no faith in optional subjects for the elementary course, bristling as our curriculum is with them. Where much option is given, little is taken; and it is a patent fact that the instruction in most of our primary schools is limited to the three Rs. The elementary school is not the place for apprenticeship; nor is it the place to cultivate any speciality. It is the place for a certain amount of culture and indispensable general information which must be fixed by the state in a scheme of studies corresponding to the *Lehrplan* of Germany. These recommendations presuppose the existence of text-books on their lines; but the demand, when it comes to be made, will lead to the supply, or the state, which makes the demand, might also arrange for the supply.

The scheme of studies, which I recommend for elementary schools, is both simple and comprehensive consisting of

(1) Vernacular language,

(2) Arithmetic of which the present course should be extended so as to include the whole of vulgar fractions and simple rule of three,

(3) General knowledge as in the companion reader,

(4) Kindergarten in the lower standards and drawing in the higher,

(5) Elementary mensuration for boys or domestic economy for girls, and

(6) Gymnastics for boys and needle work for girls.

The next question is, what should be done with those boys that leave off their studies at about 15 years of age with what we call lower secondary education? Their present proportion is 1 in 20 of the entire number of boys at school; but they form two-thirds of the number of pupils in the secondary stage of instruction. Their education too should be rounded off consistently with the premises with which we have started. There is also the case of boys who remain at home doing nothing after the primary course, but whose parents would gladly keep them longer at school, if something in their line of business be taught to them. To cover all these cases I would have a system of special elementary schools, like the *Ecoles Primaires Supérieures* of France or the *Fortbildungsschulen* of Saxony, continuing the instruction of the elementary course, but overlapping into the technical. The literary and companion readers in the vernacular will continue to be taught for half the day, with arithmetic and mensuration, slightly advanced. The other half of the school time will be devoted to the initiation of the boys into their future pursuits, agricultural, industrial, or commercial. It is not meant that the school should be converted into a workshop or moved to a field for half the day, but that the initiation should be effected by giving the boys scientific notions of what they are to be engaged in. But the large majority of our boys stopping at the lower secondary stage are those who settle in life as teachers of primary schools, merchants, clerks, railway employes, public works maistries, &c., with whom some knowledge of English is

necessary. Elective, therefore, with agriculture or other special subject in these superior elementary schools, should English be a second language.

The Procrustean bed of our curricula is nowhere so strikingly unsuitable as when it comes to be used for our girls. Whether from social prejudices or religious restraints, our Hindu and Muhammadan girls are generally withdrawn from school before even their primary instruction is completed. Only 4 per cent. of all the girls at school are in the secondary stage and of this proportion again only 19 per cent. are Hindus or Muhammadans.* If it is thought necessary in more advanced countries that the education of girls should run on different rails from that of boys, it is even more so in our country. Unfortunate as it is, we have to recognise the fact that our girls become mothers at an early age and mistresses of their homes. Their education should, therefore, have special reference to the practical duties of housewifery devolving on them. At the elementary school they are too young to learn these duties; and indeed it is not desirable that they should dispense with any of the general knowledge and culture of the elementary course. Superior elementary schools are, therefore, even more needed for girls than for boys; and the existing lower secondary schools for girls, which are cast in the same mould as those for boys, should, unless they work up for higher education, be converted into such schools. There should be a more extended course of domestic economy with practical instruction, as much as possible, in all its branches. A cooking class should be formed where, in addition to the book instruction given on the different kinds of food, their composition and nutritive value, these might be actually cooked, the cooked foods being served to poor girls taken as boarders. There should also be given instruction in scullery work, laundry work, needle work, particularly of the useful kind, and the management of the sick room. Teaching and practice should go together as much as possible in these superior elementary schools for girls.

* Worked out from the figures in the report on Public Instruction in the Madras Presidency for 1900-01.

Those schools, higher than primary, whose function is to prepare scholars for the full high-school course, and which are now termed lower secondary schools, might better be called Preparatory Secondary schools, corresponding to the pro-gymnasia of Germany. Their course of instruction should of course be governed by considerations of intellectual culture in preference to those of necessary information.

The battle between humanism and realism on the field of elementary education was first fought in Germany and won for the latter by the great Comenius. Since then humanism has found a strong refuge in Europe in secondary education from which it has not as yet been dislodged. The progress of science, however, the expansion of commerce, and the ever-widening sphere of art, have given rise to new demands which cannot be met by a purely literary education. Germany has as usual taken the lead in meeting this want and, during the last seventy years, numerous schools of 'modern' education have sprung up all over that land. The conflict is going on between the two opposite currents and the eyes of educational Europe are closely watching it. There are the gymnasia of classical studies, the *Realschulen* of the opposite movement, and the *Realgymnasia* representing the compromise between both. We are so circumstanced, however, in India that we need not join in this war. Our youths have not the "ascent of Parnassus" to make, nor to feed with that object on "the asinine feast," as Milton calls it, "of sow-thistles and brambles." Macaulay settled the question long ago for us, made English our classical language and combined with it the science and art of the West. It would have been a blessing to our country if the vernacular movement, headed at the same time by Hodgson and Adam, had succeeded; for then all the time and energy that our youths now spend over foreign words could have been saved, and more of the more needed foreign things acquired instead and made all our own. Who knows what a revolution might not have come over the country within these seventy years, if useful knowledge had from the first been made procurable in the vernacular and

THE UNIVERSITIES COMMISSION AND THE INDIAN VERNACULARS.

In the summary of recommendations appended to the Report of the Universities Commission, there are six recommendations given in relation to the vernacular languages of India. Of these, the last two relate mainly to the Punjab University, although it is stated as a part of the fifth recommendation that "the example set by the Punjab University in establishing an Oriental side should not be followed by any other University for the present." I hope I am right in understanding that, in asking me to place before this Conference my views regarding the recommendations of the Universities Commission in relation to the vernacular languages of India, the Secretary of the Madras Teachers' Guild did not contemplate my entering upon a discussion of the vexed question of organising an Oriental Faculty in association with the University of Madras. The four recommendations to which I now have the privilege of drawing your attention are therefore as follow:—

(1) The inclusion of the vernacular languages in the M.A. course is recommended, and the course should be of such a character as to ensure a thorough and scholarly knowledge of the subject.

The establishment of professorships in the vernacular languages is an object to which University funds may be properly devoted.

(2) Vernacular composition should be made compulsory in every stage of the B.A. course, but the subject need not be taught.

(3) The principle should be recognised that verbal accuracy of rendering is not sufficient to constitute a satisfactory translation, but that it must be properly and grammatically composed.

(4) Further encouragement should be given to the study of vernacular languages by the offer of prizes for literary and scientific works.

To understand the full import of these recommendations, it is necessary to bear in mind this other recommendation that 'the study of a classi-

cal language should be compulsory in both the Intermediate and Final courses for the B.A. degree, and that 'a vernacular language of India should not be accepted as an alternative subject.' Again, among the courses of study prescribed in the body of the Report for the various arts examinations, we find it stated that the course in languages for the M.A. examination is 'to include either English combined with a classical or Indian vernacular language, or a classical language of India combined with an Indian vernacular.' An impartial examination of all these recommendations taken together discloses the attitude of the Commissioners towards the Indian vernaculars. "Speaking generally, we fear," they say, "that the study of vernacular languages has received insufficient attention and that many graduates have a very inadequate knowledge of their mother-tongue." Thus their recommendations are obviously intended to remedy this defect; and although the charge that insufficient attention has been bestowed on the study of the vernaculars cannot be well sustained as against the University of Madras, still it is none the less true that 'the vernacular languages and literature have,' as the Commissioners remark, 'advanced more rapidly in Bengal and Bombay than in Madras.' For the purpose of correcting the inadequacy of the knowledge of their mother-tongue possessed by many graduates, the Commissioners clearly aim at making the future graduate acquire the practical power of wielding the spoken language of his home and country with ease, efficiency, and grammatical accuracy, by subjecting him to a course of discipline in translation and composition, as well as by enabling him to indent upon the rich resources of an 'allied' classical language so as to obtain a complete command of full and forcible expression in the vernacular language of his choice. While thus making sure of the graduate's practical power of wielding his mother-tongue more effectively and appropriately than he is now seen to be capable of doing, the Commissioners provide for a scholarly study of the various vernacular languages and the literatures to be found in

them by recommending such a study as one of the courses for the M.A. degree examination. It is to be noted that in the M.A. course the vernacular language is to be studied either in association with English or in association with an Indian classical language; and such an association of two different linguistic and literary studies cannot be held to be inconsistent or unfruitful. Moreover, it seems to be obvious that by the scholarly study of a vernacular language and its literature they understand that such a study is to be conducted from all the three known standpoints of criticism and examination, namely, the artistic, the antiquarian or historic, and the philological. As a help to develop this kind of high scholarship in vernacular literature they contemplate the appointment of University professorships in connection with the various vernacular literatures of India; and further with the object of making our modern University education a means to strengthen the Indian vernaculars and to enrich their literatures, they suggest the bestowal of prizes on those who produce worthy literary and scientific works in those languages.

If we thus understand the aim and scope of the above recommendations of the Universities Commission, it is hard to see how it may reasonably be urged that the Commissioners have been in any way unmindful of their duty of devising means to encourage vernacular scholarship among the graduates of the Indian Universities. Nevertheless, it cannot be ignored that, in connection with these recommendations, a note of disapprobation has been sounded in the city of Madras and some other places which are for purposes of modern higher education connected with the University of Madras. The compulsory prescription of a classical language for the B.A. course throughout, and the practical adequacy of the knowledge of vernacular languages, as derived from the discipline of composition and translation, are both deemed unsatisfactory, especially by the lovers and admirers of Tamil Literature in South India. The Commissioners have assigned three reasons for mak-

ing the study of a classical language compulsory in all the stages of the B.A. course, and for doing away with the alternative of choosing a vernacular language instead. They are—"In the first place, if the alternative of a vernacular language is permitted, many students will lose the benefits to be derived from a knowledge of a classical language containing a rich literature and embodying a record of the thought and action of one or other of the great races of mankind. There is no Indian vernacular, according to the strongest advocate of the alternative study of vernacular languages, that is as rich in literature as Sanskrit. In the second place, the amount of mental training which the study of a classical language ensures is much greater than that required for the study of a vernacular language. Thirdly, the study of the classical languages is of the utmost importance for the improvement of their allied vernaculars." Of these three reasons, the first two seem to be generally accepted as being fairly incontrovertible. But in connection with the third reason it has been pointed out that the Dravidian languages of South India are not the allied vernaculars of Sanskrit. This objection will hold true only in so far as the philological relation between Sanskrit and the Dravidian languages is concerned. Surely it requires something more than a mere guess or a possible alternative explanation of an expression, to establish that the learned members of the Universities Commission were, at the time they signed their Report, ignorant of the elements of the philology of Indian languages to the extent of not knowing that the Dravidian languages of South India are not lineally derived from Sanskrit, in the way in which the vernacular languages of Northern India are so derived. The word *alliance* does not always necessarily mean connection by descent and kinship; historic association of a close and intimate character and the relation between what constitutes the model and sets the standard and what happens to be an impelled imitative endeavour in literary art are also capable of being denoted by that word. The absence of the

alliance which is due to genealogical kinship does not and cannot rightly signify the absence of historic association and literary indebtedness. If this is granted, as it has to be, the objection that the Dravidian languages are not the allied vernaculars of Sanskrit ceases to have any bearing on the question at issue, and becomes a mere verbal criticism of a sentence in the Report of the Commission. That the study of Sanskrit is of the utmost importance for the improvement of even the South Indian vernaculars cannot be gainsaid by those who are to any extent acquainted with the full nature of these languages and with the literatures to be found in them. The Sanskrit spirit, tone, and coloration, of Kanarese, Telugu, and Malayalam literatures, cannot fail to be evident even to their most indifferent students. In the case of Tamil literature, however, this coloration is somewhat disguised; nevertheless, the intrinsically Sanskrit character of the spirit and tone thereof is well borne out by an examination of its contents as well as by the history of its origin and development. This being so it is indeed hard to see how it can be maintained that the study of Sanskrit is not 'of the utmost importance for the improvement' of the Dravidian vernaculars of South India. The usefulness of the study of Greek and Latin to the student of the English language and its literature is neither entirely dependent upon, nor strictly in proportion to, the philological alliance between English and those classical languages. In connection with English Literature it may well be said that the spirit is Hellenic, the tone is Roman, and the matrix mainly Teutonic, although Hebraic influences also have, through Christianity notably affected its spirit and tone. And, till at least it may rightly be contended that Greek and Latin have ceased to be of use for the improvement of English and its literature, the study of Sanskrit is sure to be 'of the utmost importance for the improvement' of the South Indian vernaculars, even Tamil not being excepted. It is worth while bearing in mind in this connection that the English language is in res-

pect of its power of expression and growth more capable and more up to date than Tamil or any other Indian vernacular language.

Another objection that is urged against these recommendations of the Commission which bear upon the study of the Indian vernacular languages is that Tamil Literature is itself of a classic character, and can justly boast of a high antiquity, and therefore deserves to be itself included in the list of the world's Classical Literatures. In these days when you have literary publications intended for English readers under the names of *Ancient Classics* and *Foreign Classics*, there is nothing wrong in speaking of *Tamil Classics* also. Moreover, there is no doubt that Tamil Literature is characterised by much real merit and very respectable age. But according to the Commissioners a classical language is that which contains a rich literature and embodies the thought and action of one or other of the great races of mankind. Therefore the classicality of a classical language is not determined merely by the existence of notable classics in that language; it is due rather to the spontaneous and self-derived originality and power of the literature which is in that language, as well as to the beneficial influence which that literature has exerted on the advancement of culture and civilisation in all those regions wherein it has had scope to exert such an influence. To all those who are interested in the history of human civilisation and its progress along the path of mental and moral illumination, the essential value of the world's great classical literatures consists almost wholly in the spontaneity of their origin and growth, in the unadulterated freshness of their manner and contents, and in an extraordinarily wide diffusion of elevating and ennobling influences proceeding from them. How, for instance, Greek, Latin, Sanskrit, Arabic, and even Persian literatures satisfy all these conditions of classicality, it is needless to explain or to emphasise; even an indirect knowledge of their nature and history is enough to enable us to see how their title to be classical is in every way

justifiable. Can it be argued with any show of reason that the title of Tamil Literature to this distinction rests on a similar foundation? Is its origin spontaneous and its power wholly self-derived? And what is the influence that it has, in the course of history, exercised on any other literature? Let us fairly face these questions and answer them before endeavouring to maintain that the undoubted existence of Tamil classics entitles Tamil Literature to have the historic honour and rank of a classical literature. Viewed in this light even English Literature cannot claim to be classical; and although Tamil Literature possesses the respectability of age more than English Literature, still in point of power, variety and worthiness it is decidedly inferior to English Literature. I hope it will be readily understood that I have no desire to give an undeservedly low estimate of the value of Tamil Literature; it is in all probability the oldest vernacular literature in India, and is undoubtedly the most potent among Dravidian Literatures. But this is not enough to place it on a level with classical literatures, and its historic importance and culture-value are therefore decidedly below the classical level. The exceptional superiority of Tamil Literature, as compared with the other sister literatures of South India, is not of a character which is calculated to win for it any exceptional treatment at the hands of the University. Tamil, Telugu, Kanarese, and Malayalam literatures have all to be treated alike by the University. The superiority, for instance, of French over German or of German over French Literature does not seem to meet with any special recognition in any of the European Universities, wherein both those literatures are studied; and even when either of them may happen to be considered better than the other, this better vernacular literature also is deemed unfit to be honoured with the dignity of a classical literature. It is therefore rather hard to see how the contention can be satisfactorily supported that Tamil may well claim an exceptional treatment in the Madras University even as against a classical language.

The next point that we have to consider is, whether the command of the vernacular languages acquired by our future Bachelors of Arts by means of the proposed translation and composition exercises will be good enough for practical purposes, as well as for the purposes of scholarship and literary and scientific expression. It seems to have been distinctly conceived by the Commissioners that these untaught exercises in translation and composition are quite capable of fitting up the coming Bachelors of Arts with that amount of the preparatory knowledge of a vernacular language and its literature, which is fully adequate to make him enter with sufficient facility and interest on such a scholarly study of that vernacular literature as is contemplated in connection with the M.A. degree examination. Perhaps it is also believed by them that these same untaught exercises will enable the future Bachelors of Arts to produce worthy literary and scientific works in the various vernacular languages, wherein they have thus exercised themselves. How far the Commissioners may be justified in holding these views depends, to a very large extent, on the character of the future examinations in vernacular composition and translation. Why these subjects, in which there is to be an examination, need not be taught, it is not quite easy to make out. It may be that their idea is the same as that recently expressed by the Honourable Mr. G. H. Stuart, our Director of Public Instruction, that there is, if at all, very little connection between the vernacular literature that is taught in the classes and the practical power of wielding the vernacular language effectively and accurately, so as to satisfy the demands of our modern situation in the matter of Indian education and the much needed new development of vernacular literature. It will perhaps be granted that the Commissioners have had the best interest of the country at heart in endeavouring to see that the future graduate is equipped well with this practical power, even though his antiquarian knowledge of the vernacular literature of his choice may thereby be

diminished to a considerable degree. To acquire a thoroughly practical mastery over modern English, much acquaintance with Anglo-Saxon, Old English, and even Middle English, is not necessary; and the Commissioners have naturally expressed it as their opinion that, even in the English course for the M.A. degree examination in Indian Universities, it is not desirable to include the study of Anglo-Saxon. In connection with the literary vernaculars of South India it may generally be said that there is a marked difference between the condition in which they are found in the noted masterpieces of literature, and the condition in which they are now current in speech, it being of course taken for granted that this latter is of the proper parliamentary standard. This difference between the book-language and the spoken language is more distinct in the case of Tamil and Kanarese than in the case of Telugu and Malayalam. Indeed such a diversity is most obvious in the case of Tamil. The older the literature in a language is, the greater is the divergence of its book-language from modern spoken speech. Literary Tamil appears to possess at least three different forms which are capable of being well distinguished from one another; and the modern spoken Tamil is different from all of them in many respects. Similarly Kanarese has two literary forms, and the spoken language is different from either of them. In regard to Telugu and Malayalam, the main difference consists essentially in the fact that the book-language is more Sanskritic than spoken speech, the book-language in the case of Malayalam being even more prominently Sanskritic than in the case of Telugu. Therefore, the opinion that the study of our vernacular literatures, as it is now conducted in our classrooms and colleges, is not of much value in rendering any noticeable help to stimulate new works and new possibilities of power in those literatures, in response to our modern needs and aspirations, is not altogether unfounded or insupportable.

It is not meant from this that the study of

the book-language is not useful in enabling us to obtain a good command over the spoken speech, even where this latter in its proper parliamentary form does not materially differ from the former. Moreover, the usefulness of a knowledge of Sanskrit in helping to give us the desired command of a vernacular language is also to be remembered by us in this discussion. It has often occurred to me that the best arrangement in the matter of language-studies in the Indian Universities is that in which English, an Indian classical language, and an Indian vernacular language are all put together, so as to compel the attention of the undergraduates to all the three of them. This is what the Commissioners have also approved of in their recommendations. It cannot be denied that the burden of learning the book-language of a vernacular literature is made considerably less by these recommendations than it now is in the Madras University; and the consideration why it has been so lessened is obviously the imposition of the burden of having to learn Sanskrit or some other classical language. It seems to have been understood that a vernacular language which is current as a spoken speech in the country is likely to be more easily learnt than a classical language like Sanskrit or a foreign language like English; and none of us can reasonably find fault with such a supposition. In estimating the acquirements of the Indian graduates in general the Commissioners say—“But after all allowance is made, it is most unsatisfactory to be told that the Indian B.A. not infrequently lacks the general training which he requires to fit him for the business of life, or for a further course of study.” I quote this opinion of theirs here merely with the object of pointing out what according to them ought to be the chief aim of the B.A. course of learning and discipline. Such an aim is in their language to fit a man for the business of life or for a further course of study. If in this way we assume that the B.A. is one who is not so much a scholar as a disciplined personage who has had the necessary preliminary training to become a scholar or a successful

ful man in life, the recommendations of the Commissioners appear to be adequate enough for the bestowal of such a training in connection with the study of the Indian vernacular languages provided only that much stress is not laid on that part of the recommendations which says that composition and translation in these languages need not be taught. While granting the great possibility and high value of effective self-help in connection with the study of the vernacular languages, and while also agreeing with the view that it is undesirable to clog the B.A. course of studies with too many prescribed text-books, one cannot help thinking that even in the case of vernacular languages elegant composition and accurate translation cannot be learnt without proper teaching being bestowed on the learners in an adequate degree, and without their being led to become fairly well acquainted with a few at least of such works in the vernacular language of their choice, as are themselves models of elegant composition, giving expression to high thought and beautiful ideas.

In conclusion it may not be undesirable to refer briefly to another objection of a non-academic character which is raised against the recommendations now under consideration. I have heard it urged that they are calculated to handicap the non-Brahmins of South India in the race of modern education. This is unfortunately an objection which seems to be truer than it really is. The Telugu, Kanarese and Malayalam non-Brahmins, when they study as now the literature of their mother-tongues, have often to get on without an intelligent knowledge of Sanskrit, and without at the same time being free from having to load their memory with much undigested and unassimilated Sanskrit. The non-Brahmin who finds this feat possible ought not to find it hard to learn Sanskrit intelligently. Moreover, the history of Kanarese, Telugu, and Malayalam literatures, can point to non-Brahmin scholars of great eminence in the knowledge of Sanskrit. It may well be said that the history of learning in South India as a whole belies such a fear completely in almost every part of it. There are many in-

stances in which Brahmins are known to have learnt Sanskrit from non-Brahmins. Even the Tamil non-Brahmin has no reason to be afraid of Sanskrit acting as a stumbling block in his way. The Tamilian's power of progress in civilisation has decidedly been too great to justify such an under-estimate of his capacity. And after all, in the matter of learning Sanskrit, the Brahmin of South India is not very much more advantageously situated than his non-Brahmin brother. As I pointed out to a non-Brahmin gentleman, while personally discussing the effect of these recommendations of the Universities Commission with him, a general spread of the knowledge of Sanskrit among our graduates is sure to break down what has been called the free-masonry of Brahmanism; and this advantage must certainly more than counter-balance all the supposed extra-trouble to which the non-Brahmin might be subjected on account of his having to learn Sanskrit or any other classical language. I have dealt with this objection here, because I know that most, if not all, of us allow our judgment to be often swayed by what we conceive to be our interest. This is certainly wrong in principle, but it is nevertheless very human. It is easy to meet this objection by saying that the Commissioners were not called upon by the Government of India to devise means by which the B.A. degree might be more easily obtained than now by all those who aspire to it in India. Certainly their object was to ascertain how this degree may be made more valuable from the standpoint of culture and practical discipline and equipment for life; and what we have therefore to consider is whether, in respect of the vernacular languages, their recommendations are calculated to lead to the fruition of such a desirable object. Even as we all wish to be judged fairly in connection with all that we say and do, let us also have the charity to understand their aims from their own standpoint before we make up our minds as to how we are to judge them.

M. RANGACHARYA, M.A.

EDUCATION IN FRENCH INDIA IN 1901.

The report of Mons. Delale, Director of Public Instruction, French India, for the year 1901 is out. It is brimful of facts and figures and is very interesting. A short summary of the report, such as is given below, may not be uninteresting.

GENERAL STATISTICS.

There were in all 249 schools in French India in the year 1901. 165 of them were boys' schools, 28 girls' schools, and 56 mixed schools. Government supported 16 boys' schools, 23 girls' schools and 7 mixed schools, and aided 3 boys' schools. Twenty-three schools were aided by an Association called Alliance Française, founded in Paris with the object of spreading French education, which has branches in almost all French colonies. The others were either private or pial schools.

12,737 boys and 4113 girls attended these schools during the year, which gives a percentage of 48 and 13·6 of the population of school-going age, if we take, as they do in British dominions, 15 per cent. of the total population to be of that age. This is highly creditable to the French Educational Department and Government, as only 25·5 per cent. of the boys and 4·8 per cent. of the girls of school-going age attended school during the corresponding period in the Presidency of Madras.

There was however a decrease of 149 in the number of boys and of 629 in the number of girls as compared with the figures for 1900. Such diminution has occurred even in the Madras Presidency and the Director explains it in the same way as his compeer of Madras, though the opening of Rodier Mill, which has attracted a large number of youngsters, and the discontinuance of the system of prize-giving in all schools are given as additional reasons.

PUBLIC SCHOOLS FOR BOYS.

5,427 boys attended the public schools during the year. Nearly 60 per cent. of them were in the Primary Department, 30 per cent. in the

Secondary Department and the rest were in the College Department.

The following table shows the percentage of pupils divided according to age :—

	IN 1900.	IN 1901.
Less than 6 years old ...	10·4	7·7
Between 6 and 13 years. 58		62·4
„ 13 and 16 „ 21·3		18·7
Above 16 years ...	10·3	11·2

It is noteworthy that the number of boys of school-going age (between 6 and 13 years of age) has increased and the number of boys out of this age-limit has decreased. This is as it should be.

There were in all 138 teachers in the various public schools, including professors of colleges; of this number 97 were employed in primary schools. Only 34 primary school teachers held teachers' certificates, the majority of the rest being experienced men who had put in long service.

Eighty-eight per cent. of the boys attended school during the year as against 89 per cent. in the previous year.

The most important of the Government institutions is College Calvé, which contains 4 sections: a classical section preparing candidates for the B.A. Degree Examination of the Paris University, a French section which prepares candidates for the examinations of Brevet Elementaire and Brevet Supérieur (which more or less correspond to our Matriculation and First in Arts Examinations) and also for the profession of teaching, an Industrial section where boys are taught carpentry and blacksmith's work in addition to the general instruction they receive, and an English section preparing candidates for the Matriculation Examination of the Madras University. There were in 1901, 79 boys in the classical section, 190 in the French section, 47 in the Industrial section, and 300 in the English section. This shows how much a knowledge of the English Language is valued in French India

and the French Government cannot be too highly praised for the liberality with which it maintains an English high-school in Pondicherry for the benefit of its children. There is also a Government College (Collège Duplex) at Chandernagore affiliated to the Calcutta University, which was 605 strong in 1901, and which has also a French section preparing boys for Brevet Elementaire. One special feature of these English schools is that the majority of the boys take French as second language for the University examinations.

In all schools both Tamil and French are taught. From the very beginning, along with the 3 Rs, which are taught in Tamil, boys are taught also French, first, by means of purely oral lessons, and only later on, with books. This method, called 'The natural method' or 'The maternal system' of teaching languages, was adopted here more than 12 years ago, long before Mr. Nagoji Row, published his 'Rational Method of teaching Foreign Languages,' and has been found to be very successful. Mr. Ferrier, the late Director of Public Instruction, published, for the help of the teachers, a book called 'Langage en actions,' which enabled them to teach French easily even to the boys of infant class. The present Director, Mons. Delale, has made the system even more easy and plain, by publishing, in one of the Bulletins of Public Instruction, a series of 113 language lessons in each of which are introduced only 5 or 6 new words including 1 or 2 verbs which are combined in various ways so as to constitute a series of practical and progressive exercises on conjugation. Taught in accordance with this system, the boys in the Primary Department show a knowledge of a large number of short sentences, with which they explain the actions they do or see done before them.

As boys are promoted to higher classes, a lesser number of hours is devoted to Tamil and more to French; so that when the boys reach 'Cours Moyen' corresponding to our III Form, all subjects are taught only in French. The

fact that boys of these classes are able to speak French more fluently than our III and IV Form boys speak English, is a good argument in favour of beginning the teaching of English to our boys even in the infant class.

When British India is now seriously discussing the question of fixing an age-limit for those appearing for the Matriculation Examination, it is rather gratifying to note, that here, the difficulty is the other way. In 1900, out of 167 boys that appeared for the 'certificat d'études primaires,' the lowest public examination here, which corresponds to our Lower Secondary Examination, 85 or a little over 50 per cent. were more than 16 years old. It is perhaps due to the existence of a G.O. prohibiting boys above 18 years of age from appearing for the examination after 1901. All the same, it cannot be denied that boys here are not so hard-worked by their parents and guardians as in British dominions.

PUBLIC SCHOOLS FOR GIRLS.

3,586 girls attended the public schools, during the year, as against 4,178 in 1900. The fall in numbers has been already explained. The percentage of girls classified according to age was as given below :—

	IN 1900.	IN 1901.
Less than 6 years old ...	22·2	17
Between 6 and 13 years. 73·7		75·5
„ 13 and 16. „ 3·4		7
Above 16 years ...	7	5

Eighty-seven mistresses were employed in these girls' schools, of whom all except 7 were nuns who are members of religious congregations.

Eighty-six per cent. of the girls attended school as in the previous year. The percentage of absence being only 14 per cent. in the case of girls is highly creditable.

Although the colour difficulty does not exist in this republican country, and European, Eurasian and Indian boys and girls sit side by side in all public schools, without thinking of the colour of their skin, yet the caste difficulty is

not so easily overcome. It is something ingrained in the Indian and no amount of coercion will force him to give it up. He must be kindly and imperceptibly led to it. To give an example:—Up to 1898, there was at Nellitope, a suburb of Pondicherry, a separate school for Panchama girls. It was abolished in January 1899, as there was another Government girls' school in the same place. The Panchama girls naturally sought admission into the other school, when, lo! the caste feeling of the inhabitants, who are all of the fourth caste, was stirred to its deepest depths, and they organised a strike and withdrew all their girls from school. They were at last induced to send their children, on condition that the Panchamas should be seated on separate benches without being mixed up with others. But, happily, no such caste distinction obtains in boys' schools. There are now actually 44 Panchama girls in the public schools, in addition to 137 girls, all Panchamas, attending the special school of Saint Louis de Gonzague, maintained entirely by the Panchama nuns, for the benefit of the outcastes.

It is only the European and Eurasian girls that continue their studies beyond the Lower Secondary Standard. The Indian girls learn only needle-work and the three Rs in their mother tongue. The older among them no doubt learn a little conversational French, according to the 'Natural Method,' but such knowledge is not very valuable, as only about a third of the girls learn this modicum, and even they, leave school too soon, when they are about 11 years old. Much importance is attached in these schools to needle-work, which is taught 1½ hours every day. The programme has been made more practical and the girls are now exercised more in making useful things than in manufacturing fancy articles.

AIDED SCHOOLS.

Three schools received aid, one of which was the protestant school at Mahé, a Lower Secondary

School recognised by the Director of Public Instruction, Madras, and having the Second Form as the highest class. About 600 boys attended these 3 schools which received altogether a salary grant of Rs 2,740.

The Alliance Française supported two schools with its funds and also paid the salary of certain teachers who were employed by it to teach French in no less than 21 pial schools, which were chosen for such aid, as educating a large number of children who attended school regularly.

The number of other unaided private schools was 178 in the year under report. Of these, 139 were boys' schools, 4 girls' schools and 35 mixed schools. Of the 4 girls' schools, 2 are in Pondi and are intended for Muhamadan girls. The other 2 are English Schools situated at Chandernagore. One of them is a Boarding School for Europeans and Eurasians and prepares the girls for the Calcutta Middle School and Entrance Examinations. It has 68 girls on the rolls of whom 40 are boarders. It is highly popular with the British subjects who are settled there.

Among the unaided private schools for boys, the two seminaries at Pondicherry and Karikal and the school of the 'Société Progressiste' at Pondicherry deserve special mention by reason of their importance.

OTHER PRIVATE SCHOOLS.

The other 171 schools are all pial schools, where only the three Rs were taught more less indifferently. They were attended by 4,262 boys and 246 girls, i.e., by about a third of the number of children attending school.

Mons. Delale is now trying his best to move the Government and the 'Conseil General' to provide sufficient funds to introduce a system of Grants-in-aid to the deserving private schools, such as obtains in British India.

DIOX.

OUR ENGLISH LETTER.

CAMBRIDGE, December 1902.

The attempt to make Greek an optional subject in 'Responsions' at Oxford has failed; but only just failed. Mr. Matheson's motion that 'candidates shall not be required to offer both Greek and Latin in stated subjects in Responsions' was defeated by 189 to 166. Never before have the advocates of this reform come so near victory; and it is safe to say that in few years they will be triumphant. The narrowness of their defeat will encourage the men of the same party in Cambridge to renew their assaults on the battered citadel of humanism here; a citadel which was all but overthrown ten years ago.

Many persons, writing to the papers, have talked as if the 'abolition of Greek' was proposed. A glance at the words of Mr. Matheson's motion will show how absurd is this mistake. No one has ever proposed to abolish the study of Greek, either in Oxford or in Cambridge. Such a motion as Mr. Matheson's, if passed, will certainly not diminish the amount of Greek really learnt by a single tense. At present, a few men every year, who are going in for science, modern languages, or engineering, are compelled to cram up the elements of grammar and a Greek play. This can be done in six months—a time quite insufficient for the acquisition of a beneficial knowledge of Greek, but amply enough to injure the real work of the men. All that the reformers propose is that these men should be relieved of this drudgery. I have had some experience in 'coaching' men of this kind; and I can confidently assert that the amount they know after a year is no more than it would have been if they had never learnt the alphabet.

On the fourteenth and fifteenth of November was held at Cambridge the Conference on the Training of Teachers. To this meeting came representatives of all the Universities, including Wales and Birmingham; of the various Associations of Head and Assistant Masters; of the

County Councils, and others. To do justice to the discussions of two days, which were condensed to the utmost degree, is impossible in the short space at my disposal. I must confine myself to the merest hints. The general trend of the speeches was guided by the recent orders in Council dealing with the registration of teachers; orders which make training a *sine qua non*. These orders, of course, have so far no binding force; but they indicate the lines of future legislation; and the majority of the speakers, recognising training as necessary, dealt chiefly with the question what its character should be. For example, is training to be post-graduate or ante-graduate? Is it best given by a system of apprenticeship, such as prevails under Mr. Lyttelton at Haileybury, or by a system of the kind pursued under Mr. S. S. Fletcher, in which men are sent, for a term or more, to take forms in different schools? This latter is the one adopted by the Universities; but for a time Mr. Lyttelton's able argument in favour of the student-teachership plan seemed to commend itself to the general sense of the meeting. His idea is that these students should take forms for the regular assistant-masters, of course under the direct supervision of the Head; and that a fee should be charged in order to secure that a lazy assistant should not devolve too much of his work on these substitutes. Two terms at least ought to be required before a certificate of competence should be given. Against this Dr. Gow argued that the Head would be unable to judge of such work. Busy as he is, he would have to work by angel's visits, short and far between; he would see the student at his best or at his worst; the average merit of the work would be unknown to him. In favour of retaining the present system in vogue at Cambridge, Mr. Arthur Sidgwick read a paper, which was followed up by Mr. Bell, Headmaster of Marlborough. Mr. Bell, however, wished to some extent to combine the advantages of a student-teachership plan with those of a training-

college, and recommended that a term at least should be put aside for training in practical teaching in a recognised school. But, as the Headmaster has already enough to do, the services of a 'master of method' should be enlisted: and it was at this point that we lighted on the invariable difficulty in all schemes, the question of money. On this matter Mr. Henry Hobhouse, the well-known Member of Parliament, had some important words to say. The cost of a year's training could hardly be less than £60; and a year's training at least is necessary even for a University man with a good degree. He proposed that County Council scholarships should be open to candidates for the teaching profession, in order to enable them to meet these expenses; and he thought that an average county might find it possible to pay the expenses of twenty elementary, and two secondary, teachers.

Finally, the meeting turned to the question of salaries: and here opinion seemed fairly unanimous that it is time to cut down the huge stipends of headmasters and to raise those of assistants. In Germany the absurd disproportion known in England does not exist; a 'Rector' may receive £500, and his senior assistant £450; whereas here a 'Head' may receive £2,000 and none of his assistants more than £200. What is the result? Education is not, in England, regarded as a *profession*; young men enter it because it gives an immediate living-wage, and leave it, if they can, on the first opportunity that arises later. Till there is a regular rise of salaries, and a hope of a retiring pension, able men will not as a rule remain school-masters.

I need say but little about the Education Bill in its present stage. Having passed 'Report' and its third reading in the Commons, it was received at midnight in the Lords by three or four sleepy peers, and passed its first reading in a minute. Had the Liberal peers cared to try such a device, they might easily have mustered in sufficient numbers to throw it out, and the country would have been puzzled and amused at

an unprecedented situation. The second reading was carried by a majority of a hundred, after a vigorous assault on the part of the Liberals, headed by Lord Spencer and Lord Rosebery. There remain for the third reading seven pages of amendments; but only one question is of interest—the question what the Lords will do with the famous Kenyon-Slaney amendment. Lord James of Hereford will propose a re-drafting in order to make its sense clear on the lines of the Prime Minister's speech in defence of it; the Bishop of London, as might be expected, will move its excision. The clause, indeed, is a miracle. Introduced by Colonel Kenyon-Slaney to check the extravagances of individual clergymen, it was supported by the Prime Minister with the same view; it was then interpreted by the Attorney-General as having no such effect; at the report stage several lawyers asserted the exact opposite views to those of the Attorney-General; Mr. Asquith's re-drafting to clear its meaning was cut out by the guillotine; and finally it was passed as it was and left as a bone of contention for the lawyers. Some voted for it in one sense, others in another; some hoping the Lords would cut it out, others that they would retain it. It is said that this is not the first time that a Prime Minister has been compelled by party exigencies to make a clause deliberately ambiguous, in order to secure support from both sides. But the clause is in this respect only a type of the whole Bill, which leaves hundreds of questions to be thrashed out in practice.

The Bill comes into force on the 1st of April; and then will begin the gigantic task of its administration. It has been justly felt that new blood in the Education Office is wanted for this work. Sir George Kekewich, accordingly, retires from the Permanent Secretaryship, and Mr. Morant takes his place. Of Mr. Morant two opposite opinions are held. I have been assured by some who know him that he is by far the ablest man at the office. He alone, they say, knows how the Bill will work. If so, his abilities are

doubtless Napoleonic. On the other hand, he is asserted to have been the draughtsman of the bill. If so, he is not gifted with precision of accuracy; for by common consent a worse-drafted bill was never turned into an Act.

As to the coming Bill for London, we have rumours, and rumours alone, to rely on. It is, however, probable that the '*Daily News*,' which has so often been right before, is right again. According to this—for an opposition journal—marvellously well informed organ, the Government has up to the present considered three totally different schemes. The first, which I alluded to in a previous letter, was to make the London Borough Councils the authorities. This preposterous notion, however, no sooner began to be applied to details, than it was perforce abandoned; for the whole idea of 'uniformity,' on which the Government has laid such stress, would have had to go by the board if it had been carried through. The next idea was even more absurd. The Borough Councils were to elect a central body which was to act as the authority. The authority, in fact, was to be a new and worse Board of Works. This scheme also was perforce abandoned; for not only did it prove unworkable when applied to the test of facts—a trifling matter with the present Government—but the church showed unmistakably that it could not support it. Mr. Balfour was thus driven back on his *bête-noire*, the London County Council. But it will never do to allow the Council a free hand. The Borough Councils are to appoint half of the school managers in their own districts; and the managers will have powers, especially in finance, far greater than those they enjoy under the existing School Board. The County Council itself will work through a committee, in which what may be called the force of compulsory co-optation will be allowed free exercise. This, as I have said, is only the present scheme. Many others may be tried and rejected before the next session of Parliament; and all that we can be sure of is that that admirable body, the London School

Board, is doomed. Meanwhile the Board itself has been considering the question; and, on the motion of Dr. Macnamara, has passed a resolution that the new authority ought to consist of a body directly elected by the ratepayers, *plus* a committee of twenty appointed by the County Council, and fifteen educational experts in addition. Such a body would undoubtedly seem to be as near an approach to perfection as could be found; but direct election, even of a fraction, is a thing which the Government seems to dread even worse than death; and I cannot believe that it will be permitted.

The County Councils being thus so vastly increased in importance, it is unfortunate that ministers of religion are excluded from them. Attempts have been made to induce Mr. Balfour to remove this disability; but he has emphatically refused.

The successor of Lord Acton as Regius Professor of Modern History in Cambridge is Professor J. B. Bury of Dublin. Assuming that Mr. Morley and Mr. Lecky were out of the question, no better appointment could possibly have been made. Dr. Bury had a most distinguished career at Dublin, obtaining every honour open to an undergraduate; and he only became Professor of Greek because the post happened to be open; he might equally have become Professor of almost anything else. But he is chiefly distinguished in history. His edition of Gibbon, the series of mediæval and oriental histories of which he is general editor, his *History of Greece*, have made his name known all over Europe; and we gaze on him, as our ancestors gazed on a still more famous Irish teacher, with ever-growing wonder that one small head can carry all he knows. He is not the only distinguished Irishman in Cambridge. Sir Robert Ball has been among us for many years, having left a chair at Dublin to become Professor of Astronomy here.

A scheme is being prepared for the purpose of founding a School of Commerce in the Victoria University at Manchester. It was indeed not to be expected that, Birmingham having led the way, Manchester should lag behind.

CONTEMPORARY EDUCATIONAL PERIODICALS.

1. Indian.

In the *Madras Christian College Magazine* for December the Rev. L. P. Larsen writes on 'Manikka Vasagar's Conception of God,' and Dr. Sathianadhan discusses the recent Gifford Lectures on 'The Psychology of Religious Experience.' Mr. J. V. Thomas criticizes the recent changes introduced by the Department of Education in regard to the rudimentary instruction of Indian children in English. He points out the dangers of the new 'conversational' method which he fears will prove a very bad form of cram and 'accentuate the chief vices from which our system of teaching English' is already suffering. Father Sewell again contributes the opening article in *The Mysore Magazine*, and his theme is 'The Universities Commission Report.' He gives much of his space to the question of cram in connection with a previous article written for the same journal. Incidentally we learn that he is opposed to the recommendations concerning fees and second-grade colleges. In a chatty article of punctuation by the Rev. Matthew Russell, the following nonsense 'verses'—originating in America—are quoted:—

- Six little marks from school are we,
Very important, all agree,
Filled to the brim with mystery,
Six little marks from school.
- One little mark is round and small,
But where it stands the voice must fall.
At the close of a sentence, all
Place this little mark from school: [.]
- One little mark, with gown a-trailing,
Holds up the voice, and, never failing,
Tells you not long to pause when hailing
This little mark from school: [,]
- If out of breath you chance to meet
Two little dots, both round and neat,
Pause, and these tiny guardsmen greet—
These little marks from school: [:]
- When shorter pauses are your pleasure,
One trails his sword—takes half the measure,
Then speeds you on to seek new treasure;
This little mark from school: [;]
- One little mark, ear-shaped, implies,
"Keep up the voice,—await replies;"
To gather information tries
This little mark from school: [?]
- One little mark, with an exclamation,
Presents itself to your observation,
And leaves the voice at an elevation
This little mark from school: [!]
- Six little marks! Be sure to heed us;
Carefully study, write, and read us;
For you can never cease to need us,
Six little marks from school.

The Christmas number of *The Indian Ladies' Magazine* is particularly good. There is an interesting appreciation of the work of Mrs. Brander in connection with the education of girls in South India. In *The Kayastha Samachar* for November there is an article on 'University Reform' by Dr. Satish Chandra Banerji. *The Malabar Quarterly Review* is on the usual lines; there is a valuable contribution by Mr. Thomas Rice on 'The Ethnology of the Coorgs.' *The Harvest Field* gives a number of 'Opinions of Missionary Educationists' on the Universities Commission Report. *The Indian Review* announces a permanent enlargement of eight pages and increased attention to problems of industrial and educational reform.

II. British and Foreign.

The Journal of Education.

HIGHER SALARIES UNDER THE NEW BILL.

Only two signed articles appear in the December number. Mr. Macan continues to instruct the authorities "how to work the Education Bill," and Mr. John Sargeant writes in defence of the traditional pronunciation of Latin, recently attacked afresh by Mr. J. H. Raven. Mr. Macan's warnings this month to the coming county authorities are to beware of "liberal" finance and of becoming glorified school boards by undertaking instead of delegating the duties of paying the teachers and ordering books and apparatus. We note with pleasure that Mr. Macan considers one inevitable result of the measure will be a rise in the salaries. In the *Journal of Education Supplement* a number of interesting reports are collected—that of the Secondary Teachers' Training Conference at Cambridge occupies most space. The dearth of assistant masters received much attention in the speeches on that occasion. This will doubtless be a contributory cause to a rise of salaries. On another page of this issue we read by the way that at the end of last month only two names had been placed on the Teachers' Register.

The Educational Times.

THE EQUIPMENT OF THE TEACHER.

"If it served no other purpose," says the leading article, "the recent Cambridge Conference has cleared away all the old haze and uncertainty as to the need of training." In Sir Oliver Lodge's summary of points on which all seemed to be agreed this stands first; the fourth and fifth points in combination seem to us of great importance, i.e., "Training Colleges should be associated or affiliated to the Universities,"

but "Training can never be a substitute for the learning of the subjects to be taught, and therefore training could not possibly shorten a University course." Four-and-a-half pages of the same number are occupied by a summary of a paper read before the College of Preceptors by the Rev. J. O. Bevan, on "The Equipment of the (ideal?) Teacher." As to the physical equipment it is laid down that perfect teaching is consistent only with perfect health. No person deformed or physically unsound should become a teacher. As to the mental equipment "the teacher should know something of everything and everything of his particular something, i.e., the science and art of teaching." The atmosphere of Utopia envelopes the whole paper.

The School World.

MATRICULATION—OLD AND NEW.

The old London Matriculation examination was widely considered a *terminus ad quem*, says Sir Philip Magnus, in an important article in the December issue, while the new Matriculation examination is to be considered a *terminus a quo*. The change, he explains, is due to two influences: the schools of newer types were urging from below that they could not cover the field required; from above the new University Faculties of Science, Engineering, etc., were asking to be fed with pupils whom the old examination deterred. Sir Philip goes on to point out that if the subjects have been made fewer the standard in each has been made higher. (This statement, by the way, is not borne out either by the regulations, or by the September papers, or the percentage of failures (44.5) at the September examination.) He reviews the new arrangement and seems content with the insistence on one foreign language as a guarantee of the culture of the future graduate and his ability to profit by advanced instruction in any Faculty—"the teaching of a foreign language really distinguishes secondary from strictly elementary education." The article and the new regulations themselves amount to a confession that the old conception of a University graduate as a man of allround culture must be abandoned.

A SCHOOL FOR EXAMINERS?

Professor Bryan's contribution to *The School World*—"The Marking of Examination Papers"—suggests an efficient method of reducing scales of marks to a common standard. The explanation of the method by means of curve-diagrams showing how bonus marks may be assigned is singularly clear, and the author has found the plan work well in actual experience. He considers

"that the theory, and practice of conducting examinations might advantageously be made the subject of more systematic study than it has hitherto received." Professor Armstrong, at the British Association meeting, said "The great difficulty in the way of teaching the art of reading arises from the comparative paucity of readable books." "Custos," in the *School World*, takes this remark as his text, examines its truth, and in conclusion suggests a list of books that seem to meet Professor Armstrong's requirements. Mr. Jarvis's business-like series of articles on "School Furniture and Equipment" comes to an end this month with a survey of models, copying-machines, cupboards, museums, cloak-rooms, and lavatories.

MISCELLANEOUS.

Educational journalism in France is at its best in the *Revue Pédagogique*. The November number contains a survey of the work of the great educationist, M. Gréard, in the task of organising elementary instruction in Paris, to which he was called in 1866. The record is one of enthusiastic whole-hearted service which has met with its proper acknowledgment. M. Périé's *Trois Consultations sur l'Enseignement Secondaire*, suggested by three recent works on the condition of French education, reveals to us that we are not alone in heart-searchings as to the perfection of our schools and universities. Professor Pascal Monet, in *Un Pédagogue Russe*, gives an interesting account of M. Tikhomirof and elementary education in Russia generally.

"Our Public Schools as a Public Peril" is the alarming title (since disowned by the writer of the paper) of Sir Oliver Lodge's article in the December *Nineteenth Century*. Its inspiration is drawn from Mr. A. C. Benson's recent book, *The Schoolmaster*, and in particular from the passage in which the confession is made that in public schools "intellectual things are, to put it frankly, unfashionable." From this point of view—the training of the intelligence—Sir Oliver offers a merciless criticism of public schools, calling in Mr. Benson on every page to support his conclusions or add fresh fuel to his holy wrath. We have no space to quote more than one or two samples. Says Mr. Benson, "A good many boys are not at all averse to real mental effort? . . . A master's business is to see that there is mental effort." "Not a bit of it," retorts the critic, "a master's business is to supply proper pabulum; coercion will then only be necessary for the vicious or the mentally deficient." And again, Mr. Benson holds that "Teaching should be crisp and clear and decided . . . I have known

exerted, it is due, I think, in the last resort to the personality of the novelist.....In any case we feel that the writer with whom we have been in contact possessed a singularly wide and reflective intellect, a union of keen sensibility with a thoroughly tolerant spirit, a desire to appreciate all the good hidden under the commonplace and narrow, a lively sympathy with all the nobler aspirations, a vivid insight into all the perplexities and delusions which beset even the strongest minds, brilliant powers of wit at once playful and pungent, and, if we must add, a rather melancholy view of life in general, a melancholy which is not nursed for purposes of display, but forced upon a fine understanding by the view of a state of things which, we must admit, does not altogether lend itself to a cheerful optimism.

A College Manual of Rhetoric, BY G. S. BALDWIN, A.M. Longmans, Green & Co. pp. xvi. 451. Price 4s. 6d.

Mr. Baldwin is Assistant Professor of Rhetoric in Yale University and the present comprehensive work is in some sense the outcome of a previous brochure or the same subject. The expansion has been made in the author's conviction 'that the work now done by good schools should be recognized as a foundation, and in the hope of answering those further needs which give to composition in the vernacular a definite place in College.' The book which is a good example of the excellent work which is being turned out by American scholars falls into two main parts, Prose Composition and Prose Diction. The former is sub-divided into Logical Composition (its elements, including the paragraph and the sentence; Exposition, including aim and method; and Persuasion, i.e., argument) and Literary Composition (its elements, including unity, coherence, and emphasis; Narration including character, plot, and literary forms; and Description, including the details and the whole, and the mechanism). Part II treats mainly of Style under the headings of Originality, Elegance, Force, Balance and Harmony. The Appendices are extremely full and suggestive, though much of the matter, e.g., the subjects for essays, appeals more to students in the author's own country than in the Eastern hemisphere. The same may perhaps be said of the Mr. Baldwin's style, and some effort is required to overcome a certain amount of initial repulsion. Once this has been done, however, the reader is richly rewarded. Teachers in charge of the higher college classes in this country will find in the book many a useful page and paragraph, and we hope they will not be

slow to avail themselves of the results of such diligence and skill as are here presented.

Matriculation English Course, BY W. H. LOW and JOHN BRIGGS, W. B. Clive & Co. pp. viii. 388.

This book, as its title indicates, is intended primarily for use by students preparing for the Matriculation Examination of the University of London under the new regulations; under which the requirements are "Composition, Précis-Writing, Paraphrase, and Analysis of Sentences."

It will be readily seen that a course which will enable the candidate to pass an examination of this kind is one that may with advantage be pursued by a large number of students even if they have not the London Matriculation or indeed any other examination in view. While the syllabus of many elementary examinations lays stress on a theoretical knowledge of the subject, that is, on the History and Grammar of the language, the London syllabus is eminently practical, requiring of candidates little beyond the ability to use their mother tongue in its literary form. We therefore hope that the book will find a wide sphere of usefulness wherever English-speaking people need a training in Composition and allied subjects, whether they be private students, or pupils at a School or College. Certainly there are many such in India who might profitably employ this manual.

Messrs. Longmans have sent us *A Practical English Grammar*, BY F. RITCHIE (2s. 6d.) which has many good points, and Part II of Morris's *The Earthly Paradise* (2s. 6d.) containing the poem prescribed for the First Examination in Arts at Madras in 1904. Students should count themselves happy in the fact that two other poems of the same cycle are included in the volume and they must read them. From the same firm comes Principal Peterson's *Senior School Poetry Book*, (2s. 6d.) aiming, like the *Junior* one noticed by us some months back, at the cultivation of the imagination rather than at mere utilitarianism, and at linking together English-speaking boys and girls all the world over. And there is also Mr. Andrew Lang's newest Christmas book, *The Book of Romance* (6s.), with stories of Arthur and Roland and Diarmid and Robin Hood and Grettir and Wayland the Smith, all delightfully illustrated by Henry Ford and forming a charming and instructive gift book for young people.

The mention of romance leads us to two 'colonial' novels sent by Messrs. Macmillan,

Mr. Crawford's *Oecilia* and Miss Broughton's *Lavinia*. Both are good stories by writers of good repute. *Oecilia* is a story of modern Rome though it is perhaps more akin to Mr. Isaacs than to *Saracinesse* or *Sant'Illarid*. The story turns on an instance of transmigration and there is besides, as by-play, a little spirit-rapping. On the whole we do not think Mr. Crawford is at his best in this story and we did not enjoy it so much as his last book, *Marietta*. Miss Broughton's story is similar in so far as it has a happy love conclusion reached after a good deal of suffering, and it is up to date in so far as one of its main incidents is connected with the recent South African War.

Few firms have done as much to kill the old-fashioned school reader as Messrs. Horace Marshall & Co., from whom comes a small parcel of attractive books mainly edited or written by Miss Clara Thomson. In the 'New English Series' we have *Selections from Tennyson* edited by Mr. E. E. Speight of Temple Reader fame and unencumbered by notes or introduction. *Selections from the Morte D'Arthur* should do much to inculcate a sense of style in the boys and girls who read this book for there is no English prose, so pure, so nervous, as the prose of Malory, and the needful abridgment here has not spoiled this, for there is no paraphrase. *Tales from the Greek* forms the first of a series of 'Romance Readers'; the stories are told in language that is simple without being childish. Attention is directed to the heroes' good qualities; their bad ones are omitted—a course which may seem unscholarly but which at least has the authority of Plato for its wisdom. All the books are moderately priced and we can heartily recommend them as thorough and artistic pieces of work to those teachers who are at their wits' end to find some means of teaching their pupils in English composition. The best of all ways to learn how to write well is to read nothing but good English from the first.

It would seem a superfluous and indeed a presumptuous task to add to the number of school histories of England but we think Miss Thomson has been eminently justified in venturing on this task. There are before us three volumes dealing with the periods to 1066, 1066-1272, and 1272-1485, respectively. There are three other volumes which carry the story on to the present day and complete a two years' course. We understand that this history is based on the results of the actual teaching of children from nine to fourteen years of age, for whom a suit-

able reading-book to revise the lessons given orally was sought in vain. It will be found to differ from most existing school histories for young children in the amount of detail given, and in the number of good illustrations, many of them from contemporary sources, with which it abounds. In its composition the original authorities have been used throughout; many passages are literal translations from the chronicles, while in others a close paraphrase has been given. By this means an attempt has been made to lend life and colour to the narrative, and make the children realise more vividly the events and personages of past ages. The work has been enthusiastically received at home and we trust it will be as warmly welcomed as its merits deserve in the outlying parts of the Empire.

We may add that Miss Thomson is the author of a biography of Samuel Richardson which until the appearance of Mr. Austin Dobson's monograph was the only thing on the subject and which the *Athenæum* described as 'a capable, comprehensive, and conscientious study.'

We have also received:

From Macmillan & Co.—

Geometrical Drawing and Design, BY J. HUMPHREY SPANTON. 2s. 6d.

Algebra for Beginners for Indian Schools, BY I. TODDUNTER and S. L. LONEY. Re. 1-8-0.

A Short Introduction to Graphical Algebra, BY H. S. HALL, M.A. 6d.

(A supplement to the well-known *Elementary Algebra*, which will appear in future editions of that work.)

Manual of Hygiene for use in India, BY CHARLES BANKS. Re. 1-8-0.

Green's Short History of the English People. Illustrated Edition. Parts 14 and 15 each 6d. net.

From W. B. Clive & Co.—

London University Guide and University Correspondence College Calendar, 1902-03.

From the Christian Literature Society for India.—

A Manual of Geography, Physical and General. This is a new edition (the 33rd) of a useful and popular text-book which has been thoroughly revised and enlarged to meet modern educational requirements. There are 400 pages and the price is 14 annas.

Mr. P. Ramachandra Rao, 'Retired Statutory Civilian,' has brought together a score of tales connected with the name of Mariada Ramau.

excellent scholars who deprived their teaching of much of its value by being too tentative, or even by having recourse to a dictionary in public. It is better to be perfectly decisive, even if you may be occasionally wrong." Whereupon Sir Oliver Lodge makes this among other comments "A ridiculous assumption of omniscience would seem, then, to be engendered by contact with boys; so, also, it would appear, is a sentiment that the teacher's methods ought to be infallible and come by nature, and that any study of them or consideration of the best way of putting things is beneath a teacher's dignity."

In one quotation Mr. Benson deplores the lack of intellectual stimulus provided in our schools with the result that "we send out from our public schools year after year many boys who hate knowledge and think books dreary, who are perfectly self-satisfied and entirely ignorant, and what is worse, not ignorant in a wholesome and humble manner, but arrogantly and contemptuously ignorant—not only satisfied to be so, but thinking it ridiculous and almost unmanly that a young man should be anything else." Here the critic acts as chorus: "Have we not heard a similar indictment against the state of intelligence in the Army? The two indictments are one and the same; the English school is responsible for both, and is obstructing the progress of the nation." It is a coincidence to find in the *Fortnightly Review* an article by that exceedingly shrewd and well-informed Frenchman, Baron Pierre de Coubertin, in which he maintains that the strong social qualities magnificently developed in her public schools insured the final victory of England in the recent war. "The qualities displayed by British officers during the campaign were . . . civil qualities. . . . They showed a patience, a fine spirit, a strong feeling for duty, however obscure and undistinguished. . . . Their entirely inadequate military training they owed to the military schools and the regimental life. . . . Their moral and social training they owe to their schools." The above is only one point of this French view of our school system, to which M. de Coubertin ascribes our acknowledged "immense superiority," and which he considers "the first in the world from the point of view of practical efficacy, as well as from the point of view of the dignity of man. It is indeed strange to find a foreigner warning 'a number of very well-meaning but very ill-advised Englishmen' (including Sir O. Lodge?) against laying their hands upon this excellent system."

"The Reading Tastes of High School Pupils" is the title of an interesting article in the *School*

Review (Chicago). Mr. Allan Abbott who writes it has submitted to 2500 high-school boys and girls between the ages of 14 and 19 a list of books compiled from two authoritative "Best Books" lists. The pupils have been asked individually to (a) mark the books they have read and do not like, (b) those they have read and like, etc., (c) those they have read and would like to read again. They were also asked to add any favourite books or poems to the list. The results—set out in elaborate tables are of considerable interest. From one table we learn that among the most abnormally unpopular books at nearly every age is Bunyan's *Pilgrim's Progress*. Hawthorne's *Twice-Told Tales*, and Swift's *Gulliver* run it close. On these and other points Mr. Abbot has many shrewd remarks to offer.

Dr. W. T. Harris explains in the *Educational Review of America* "How the School strengthens the Individuality of the Pupil." The frequent complaint is, he admits, that a common-school system tends to suppress and destroy individuality, but "the good school will make its pupils alike in obedience to discipline and as to the possession of a knowledge of mathematics, geography, history and language, literature, etc., but this means that it will make its children alike in possessing the power of developing and expressing their individuality. And the term 'individuality' needs further definition: that individualism which was the secret of the frontier pioneers' success is but a very small part of individualism. The individualism which one wishes to cultivate in urban society fits one to become self-directive among his fellow-men, and not merely to be effective against wild nature at first hand. In order to hold one's own in the midst of the urban or industrial civilisation it is necessary to have a knowledge of human nature and of the motives and purposes of one's fellow-men. This knowledge should enable one to select his vocation intelligently and make a success of it in competitive civilisation."

Reviews and Notices.

English Men of Letters. George Eliot, by SIR LESLIE STEPHEN. London: Macmillan and Co., Limited. 1902. Price 2s.

This little book shows the veteran critic at his best. It is an eminently sane and sympathetic account of George Eliot's life and writings, everywhere enlivened by touches of quiet humour. George Eliot's life was uneventful, and such incidents as there are to record may be most conveniently recorded in connection with her successive

literary undertakings. The first three chapters of this book entitled "Early Life," "Coventry," and "The Westminster Review" carry the story to her thirty-seventh year. Up to this time she had attempted no original work. She had translated Strauss, Feuerbach, and Spinoza, and she had been sub-editor of the *Westminster Review*. Her creative period dates from her thirty-seventh year. In 1854 she had formed a union with George Henry Lewes which caused a breach with some of her early friends, though she considered it equivalent to a legitimate marriage. Early in 1855 she showed him an "introductory chapter" to a proposed novel, descriptive of life in a Staffordshire village. Lewes doubted whether she had dramatic power, but encouraged her to try her hand at a novel. "You have wit, description, and philosophy," he would say; "those go a good way towards the production of a novel." The first of the stories entitled *Scenes of Clerical Life* convinced Lewes that she had dramatic power, and he sent it off at once to Blackwood. It was accepted and the first part of it appeared in *Blackwood's Magazine* in January 1857. Of Lewes's helpfulness to George Eliot Sir Leslie Stephen writes as follows:—"He stood as much as possible between her and all the worries of the outside world. He transacted her business, wrote her letters, kept her from the knowledge of unpleasant criticism, read all her books with her as they were composed, made suggestions and occasional criticisms; but, above all, encouraged her by hearty and sincere praise during the fits of depression to which she was constitutionally liable. She gave him the manuscripts of her books with inscriptions recording her gratitude, and the inscription in *Romola* may sum up her permanent sentiment: 'To the Husband whose perfect love has been the best source of her insight and strength, this manuscript is given by his devoted wife, the writer.'" A few extracts from later chapters will show how admirably Sir Leslie Stephen handles various questions. The third volume of the *Mill on the Floss*, as is well known, stirred up Mr. Swinburne to protest with all the wealth of his vocabulary against the degradation of Maggie Tulliver. On this point Sir Leslie Stephen writes as follows:—"The whole theme of the book is surely the contrast between 'the beautiful soul' and the commonplace surroundings. It is the awakening of the spiritual and imaginative nature and the need of finding some room for the play of the higher faculties, whether in the direction of religious mysticism or of human affection. That such a character, with little experience of life and with narrow education, should fall into error is

natural, if not inevitable. But then the error should surely correspond to some impulse which we can feel to be noble. Maggie may be wrong in attributing high qualities to her hero; but we should feel that, in her eyes, he has high qualities, and that the passion, if misdirected, is itself congenial to her better impulses."

Excellent also are these remarks on the *Spanish Gypsy* and George Eliot's poetry in general:—

"Passages often sound exactly like poetry; and yet even her admirers admit that they seldom, if ever, have the genuine ring. They do not satisfy the old criterion that nothing can be poetry, in the full sense, of which we are disposed to say that it would be as good in prose. The lyrics which are interspersed are palpable if clever imitations of the genuine thing. Perhaps it was simply that George Eliot had not one essential gift—the exquisite sense for the value of words which may transmute even common thought, into poetry. Even her prose indeed, though often admirable, sometimes becomes heavy and gives the impression that, instead of finding the right word, she is accumulating more or less complicated approximations."

The *Spectator* in a review of *Middlemarch* pronounced George Eliot "the most melancholy of authors."

In the following passage Sir Leslie Stephen explains why *Middlemarch* makes a painful impression:—

"It is prompted by a sympathy for the enthusiast, but turns out to be virtually a satire upon the modern world. The lofty nature is to be exhibited struggling against the circumambient element of crass stupidity and stolid selfishness. But that element comes to represent the dominant and overpowering force. Belief is in so chaotic a state that the idealist is likely to go astray after false lights. Intellectual ambition mistakes pedantry for true learning; religious aspiration tempts acquiescence in cant and superstition; the desire to carry your creed into practice makes compromise necessary, and compromise passes imperceptibly into surrender. One is tempted to ask whether this does not exaggerate one aspect of the human tragicomedy."

One more extract from the last chapter may be given:—

"George Eliot believed that a work of art not only may, but must exercise also an ethical influence. I will not inquire how much influence is actually exerted by novels upon the morality of their readers; but so far as any influence is

Like the *Tales of Tennali Rama*, this is a praiseworthy attempt to preserve and to make more widely known a batch of popular South Indian stories. The publisher is Mr. G. A. Natesan, and the price 8 annas.

Mr. S. Krishnaswami Aiyengar, M.A., is one of the little group of Native Indian Historians to whom we are ever more continually looking for light upon the dark pages of the past. We have on our table a reprint from 'The Madras Review' entitled 'The Chola Ascendancy in Southern India,' a workmanlike and readable summary of information collected from many volumes of epigraphical research. (Madras: Thompson & Co.)

Indian Educational Notes.

MADRAS.

OFFICIAL NOTIFICATIONS.

MR. KALLE NARAYANA RAO, B.A., B.L., to be Special Lecturer, Law College, with effect from the 24th November, 1902.

SHAMS-UL-ULAMA MOULVI SAIYID HASAN RAZA SAHIB, Sub-Assistant Inspector of Mahomedan Schools, Southern Circle, is granted privilege leave for one month on full pay, with effect from the date of relief.

KAMESWARA RAO, Mr. V., Sub Assistant-Inspector of Schools, Guntur Range, is granted privilege leave of absence on full pay for one month, with effect from the date of relief.

MIR TAHIR ALI SAHIB, Second Class Persian Munshi, Government Madrasa-i-Azam, is appointed to act as Sub-Assistant Inspector of Mahomedan Schools, Southern Circle, in the Third Class, during the absence of Shams-ul-ulama Moulvi Saiyid Hasan Raza Sahib on leave or until further orders. To join as expeditiously as possible without availing himself of the full joining time.

HANUMANTA RAO, Mr. P., Supervisor of Primary Schools, Sattenapalle Taluq, is appointed to act as Sub-Assistant Inspector of Schools, Guntur Range, in the probationary class, during the absence on leave of Mr. V. Kameswara Rao or until further orders.

THE Governor in Council has signified his approval of the recommendations in favour of the affiliation of the Mysore Maharani's College and of the affiliation having retrospective effect from January 1901.

THE HON'BLE SIR ARNOLD WHITE, the Chief Justice, unveiled a portrait of Mr. Kalle Narayana Rao, Lecturer, which has been presented to the Law College by the senior students.

DEWAN BAHADUR S. VENKATARAMADOS NAIDU, Dewan of Pudukota, and Mr. P. Ratnasabapathy Pillay, B.A., B.C.A., Retired Executive Engineer, Madras, P. W. D.,

have been elected for appointment as Fellows of the Madras University by the graduates of 20 years' standing. The former graduated from the Presidency College in 1882, after a brilliant college career; and the latter is one of the few natives who by meritorious service have risen to the grade of Executive Engineer in the Public Works Department.

THE Caithness Hall Hostel has just been completed by Messrs. J. Hamilton Strang and Co., Engineers, &c., at a total cost of about Rs. 60,000. The Hostel has been built by the Hon'ble the Rev. Dr. W. Miller at his own cost for the benefit of the non-Brahmin students of the Madras Christian College and is situated in Errabalu Chetty Street, Black Town. The building is capable of accommodating upwards of 60 students and has been erected on somewhat novel principles so as to economise space as much as possible. The main building is three storeys high with a campanile in the Venetian style. This contains rooms for the use of students and is about 90 feet high from the ground. The turret with staircase is about 25 feet higher, and the whole structure presents a very fine appearance from Lingee Chetty and Errabalu Chetty Streets. From the top of the terrace a fine birds-eye view can be obtained of Madras. There are in all 25 rooms for the accommodation of the students with a large dining hall, and a reading room. The out-houses and sanitary arrangements are perfect.

THE North Arcot Teachers' Association, of which the Rev. W. L. Chamberlain, Principal of the Arcot Mission College, is the President, has submitted its representations to His Excellency the Governor in Council for transmission to the Government of India with regard to the recommendations of the University Commission. It approves of the proposal to create new Universities, and also suggests that the governing bodies of the Universities should be made rather more, than less, self-governing. The Senate and the Syndicate should be so re-constituted as to secure a closer relationship between the Colleges and the administration of the University. The recommendation to abolish the Second-Grade Colleges is disapproved, as also the proposed separation of the high-school and the college, as their adoption will injure higher education and retard private enterprise. The proposal to levy a minimum rate of fee in Arts Colleges is not desirable on account of the poverty of the country, but if it be still thought necessary to levy it, the minimum should be fixed as low as possible, and the percentage of free scholarships raised to ten per cent. As regards the curriculum of studies, the Association protests against the proposed abolition of the vernacular languages of the country from all University Examinations above the Entrance, and recommends the re-introduction of prescribed text-books in English for the Matriculation Examination, as also the retention of Elementary Physics and Chemistry for the same and History for the F.A.

PRIZE distributions and anniversaries have been held as follows:—

Pachaiyappa's High School, Chidambaram (M. R. Ry. Rai Saheb S. A. Subrahmaniam Aiyer Avergal, B.C.E.).

Wardlaw College, Bellary, Athletic and Dialectic Unions (Rev. F. Nuttall, M.A.).

Railway School, Jolarpet (Mr. and Mrs. Ross Johnson).

St. Matthias's Parochial Schools, Madras (Arch-deacon and Mrs. Williams).

Atkinson's Day School, Bezvada (Mr. Howley).

THE sixth Rajahmundry Arts College Day was celebrated with much éclat on Saturday, the 27th December, in the Training College Hall. The business conference in connection with the day's celebration was held in the morning, with Mr. Mark Hunter, M.A., Principal of the College, in the chair. The principal questions discussed concerned the poor scholars' fund and the construction of a students' hostel. With regard to the former a Sub-Committee was formed to collect subscriptions from the ex-students who now occupy higher ranks in life. With regard to the second question, viz., the construction of a hostel, Mr. C. Venkatachalam, B.A., B.L., a High Court Vakil, said that this question would be an accomplished fact by the next College Day and that plans and estimates were now awaited. He submitted that the money in hand was insufficient, and urged that promised subscriptions should be sent at once. The President then closed the meeting at 10.30 with the remark that if sufficient funds were placed at his disposal, he would provide two scholarships in each of the four college classes for deserving students. The members then were entertained at dinner at the Nalam Choultry. Between 12 and 3 P.M. a programme of indoor games kept the guests entertained.

The General Meeting began at 4.30 P.M. with Mr. D. Seshagiri Row Pantulu, an old pupil of the College and a High Court Vakil, in the chair. Several toasts were then proposed and responded to, chief among them being the one proposed by Mr. V. Sanyasiraju, and this was ably responded to by Mr. Mark Hunter. In responding to this toast the learned speaker dwelt at great length on the objects and aims of the Universities Commission that occupied the attention of the public at present. He offered his own suggestions and supported them as being calculated to raise the standard and position of these colleges. The speaker explained to the audience the special features of the Universities of Cambridge and Oxford, and their drawbacks. Then he explained the various points wherein the weakness of our colleges lay.

The Meeting was brought to a close with a vote of thanks to the Chairman. During the evening a performance of Shakespeare's *Coriolanus* was given.

THE sixth Godavery District Teachers' Conference was held on the 22nd and 23rd December at Rajahmundry. Teachers from several parts of the District assembled in large numbers, as many as 700

attending the session. In connection with the Conference there was arranged also an Educational Exhibition in the Training College. Mr. Mark Hunter, the Principal of the Government College, presided at the Conference. Mr. K. Sudarsana Rao, of the Pittapore College at Cocanada, read a paper on "The Ideal Teacher." In closing the proceedings of the session the President congratulated the Conference on the success of the Exhibition which, in his estimation, was better than the one he had seen at Madras. He remarked that the two papers appointed to be read in the Conference related to "The Ideal Teacher" and "The Ideal Student." He had nothing left for him to deal with except "Ideal Environment." In his opinion the ideal environment must be such as to cultivate the aesthetic tastes of the children and that required a large amount of money which at once brought him to his favourite theme of "school fees." He pointed out that the efficiency of a school depended on what he called the "sinews of education" and that until this fact was recognised by the public, it was no use attempting any educational reform worth the name. He also doubted the efficacy of governing children by love. Congratulating the Conference once more on its successful working, he brought the session to a close.

The second session of the first day was devoted to the holding of a kindergarten class as a practical lesson in teaching.

The second day was devoted to business and the Conference discussed several questions of interest to teachers and fifteen resolutions were adopted of which the following are among the principal:—

This Conference strongly urges on the Commissioner for Government Examinations the desirability of introducing the following changes in the Lower Secondary Examination curriculum:—

That in the curriculum in elementary science only such of the properties of solids, liquids, and gases and heat as can be actually seen by the pupils from experiments made in the class, may be prescribed, and the course made really elementary so that it may be intelligently grasped by the pupils without having recourse to cram.

This Conference reaffirms the Resolution of the last Conference that the Taluq Boards may be pleased to declare that the existing number of schools and the teachers with their salaries are permanent once for all, to secure their stability.

This Conference repeats its last year's Resolution in requesting the Taluq Boards to subscribe for an adequate number of copies of the educational portion of the *Fort St. George Gazette* to be distributed among the English Lower Secondary Schools and Supervisors of Primary Schools.

This Conference requests the Taluq Boards to make the maintenance of Service Registers compulsory as otherwise payment of gratuities will become difficult if not impossible.

The Conference requests the authorities to empower the Supervisors of Primary Schools and the Headmasters of Lower Secondary Schools to grant three days' casual leave to their subordinates and to

avail themselves of such leave, as the rules now promulgated cause great inconvenience.

This Conference resolves that the Director of Public Instruction be requested to restore the old system of merit grants, the absence of which curtails grants earned by the teachers to their great discouragement.

This Conference encourages the publication of vernacular journals intended for teachers and requests the Taluk Boards to supply the schools under them with a copy of the Telugu Educational Journal for circulation among teachers.

This Conference resolves that the nucleus of a permanent fund for the District Teachers' Association be created to meet the expenses of the annual Conferences by the publication of vernacular books required for use in Primary and Lower Secondary Schools.

The Conference dissolved with three cheers for the Emperor.

The College Day was celebrated at the Teachers' College, Saidapet, on Saturday, December 20, when the past and present students of the college gathered together. The premises were tastefully decorated for the occasion and a very pleasant time was spent, the proceedings being made the more attractive by the holding of an Art and Educational Exhibition, which was a great success. Two prizes and thirteen certificates were awarded to the successful competitors, who included students from various educational institutions in the Presidency.

The business meeting was held at 5 P.M., with the Hon'ble Mr. J. N. Atkinson in the chair. The proceedings were opened by the Chairman proposing the health of the King-Emperor, which was received with hearty applause.

A PRIZE ESSAY.

MR. P. B. KURUVILA, one of the senior students of the college, read an essay on "Realism in Teaching and how it can be secured in Schools." The essay was the one which obtained the prize in connection with the College Day competition. It contained many original and very practical suggestions to teachers as to the best method of effectively imparting knowledge to children, and pointed out how the various dry subjects taught in schools might be made interesting to the pupil.

THE CHAIRMAN'S ADDRESS.

THE Chairman, in the course of his concluding remarks, thanked Mr. Stone and the authorities of the college for the honour they had done him by asking him to take the chair on that occasion. A very cursory perusal of the report had satisfied him that he was fully justified in his determination to eschew all semblance of imparting instruction, for he found that the College Day was specially devoted to relaxation, amusement, and conviviality. Since the day was devoted to relaxation and conviviality there was no necessity for him to attempt to improve their minds. The lecture which they had listened to was full of very suggestive facts which

he hoped they would carry away with them, and be capable of digesting. There could be no question as to the benefits to be derived from these so-called College Days. He was not sure whether he was right, but he believed that the honour of having started this kind of institution lay with the Christian College, and in the course of the last 10 or 15 years the custom had been adopted by the majority of the educational centres throughout the Presidency. There was no need for him to point out the advantages derivable from such annual gatherings. The very fact of meeting together to compare notes, to revive old friendships, to glean from one another experience, as from the lecture delivered that evening, all that was good; and better still was the opportunity afforded for one day at any rate of putting off the garb of the professor or pedagogue and to assume the less severe garb of the *alumnus* or *didaskalos*. He was afraid that he was again getting perilously near the forbidden ground of teaching and preaching and would, therefore, cease at once, telling them what they ought to do or what they ought not to do on College Day. He would first of all congratulate Mr. Stone and the authorities on the success of the College Day celebration. There could be no more unflinching test of the value of a school or college and of the work it was doing in the world than the affection and regard of the children whom it had sent out to the world to do the work of life. Therefore, so long as the Teachers' College Day continued to attract former inmates of the college in the numbers that he saw before him that evening, he could not help feeling that they had learnt to do good work and were carrying out good work in the world; and the very fact that they were proud and glad to be present on that occasion made one feel also that the public at large recognised the good work done by an institution like the Teachers' College. He was sure they would all bear with him and agree with him when he said that the science of teaching was perhaps the most important and the greatest in the whole world of knowledge. There were various ways of proving the greatness and effect of a science. He very much doubted if any science could trace a more ancient recorded history than that of teaching. Another test was the universality of a science and then again teaching came in first and the rest nowhere; for indeed teaching was a necessary concomitant to every other science all of which would cease to exist without the necessary hand-maiden of teaching. But, he feared that he had again broken his vow and had been improving or trying to improve their minds. It was impossible to avoid trying to teach them something, and did not that very circumstance go to prove what he had just said that none of them could exist without teaching or being taught? There was indeed an added excuse for him on that occasion, for how could any one stand up within those walls and avoid the fatal tendency? They had heard a great deal about infection, the contagion of cholera, the plague, and other diseases, but there was infection within the walls of the college, and he had caught it. After

all, it only illustrated the fact that they were slaves of their surroundings. In conclusion, the Chairman dwelt on the essay which was read to them that evening and pointed out that all teachers of the young must, if they were to turn out well-instructed, well-educated pupils, attend to the realistic method of teaching, and if on the other hand they sought to turn out men and women of noble character and lofty aims, the sort of men and women whose influence was always felt and always for good, they must attend first and foremost and above all things to the surroundings and the environment in which their pupils were placed. He asked all to join with him in wishing continued and increasing success to the Saidapet Teachers' College.

Mr. Stone proposed a vote of thanks to Mr. Atkinson for presiding and pointed out how wise the college authorities were in accepting the possibility of his presiding to the certainty of another. As a result, they had been given an admirable speech, full of humour and instruction.

The Chairman, Mr. Stone and others present were garlanded and the proceedings terminated with the singing of the National Anthem.

THE MADRAS EDUCATIONAL CONFERENCE.

ON Monday evening, December 22, Mr. J. B. Bilderbeck, the President of the Madras Teachers' Guild, and Mrs. Bilderbeck were "At Home" in the Y. M. C. A. premises to the members of the Madras Teachers' Guild and to the representatives at the Educational Conference. A large number of guests assembled and were welcomed by Mr. and Mrs. Bilderbeck in a large and spacious hall which had been fitted up as a drawing room. Special arrangements had been made for the entertainment of both the European and native members. Refreshments were provided on a liberal scale. A programme of music had also been arranged, Miss Van Geyzel, Mrs. Eyre, Mrs. Yates and Mrs. E. C. C. Carr taking part in it, and making it most successful and entertaining.

The holding of the Conference was taken advantage of by several publishing firms to exhibit a collection of their educational works and appliances, and some of the local institutions also sent numerous specimens of the handiwork of their pupils. Messrs. Longmans, Green and Co., Messrs. Macmillan and Co., Messrs. Blackie and Son, Messrs. Srinivasa, Varadachari and Co. had tables full of their educational publications, which attracted numerous visitors. Among the educational institutions which sent exhibits was the Madras Teachers' College, whose exhibits included specimens of cardboard modelling, clay modelling, kindergarten work, designs, stencilling, model drawing and shading, model shading in sepia colours, oil painting, painting in water colours, chalk shading from nature, etc. St. Andrew's School, Bangalore, also exhibited several interesting specimens of embroidery and kindergarten work. Mrs. Court-right sent in numerous interesting clay models and samples of cadjan leaf plaiting by the pupils of Colonel Qicott's Panchama Schools at the Adyar

and other places. Bishop Gell's Girls' School was responsible for many specimens of kindergarten work, while the exhibits of embroidery, lace work, fine wood-carving, etc., for which the Anjuman at Triplicane is responsible, reflected credit on the excellent training given to its workmen. The Madras Collegiate School and the Presidency Training School for Mistresses also showed some clever specimens of various kinds of drawing, etc.

At the conclusion of the social function the guests assembled in Conference in the Auditorium, among those present being Mr. S. Sathianadhan, Mr. M. Runga Chafiar, Mr. E. Marsden, and Mr. R. S. Lepper, the Rev. F. W. Kellett and Mr. J. A. Yates and Mr. V. S. Srinivasa Sastriar, Joint Secretaries to the Madras Teachers' Guild, and others.

THE PRESIDENT'S ADDRESS.

Mr. Bilderbeck, in his capacity as President of the Guild, addressed the Conference as follows:—

LADIES AND GENTLEMEN,—Another year has brought us together for our sixth Conference, and on behalf of the Teachers' Guild I welcome your presence to-day. The Guild, during the seven years of its existence, has worked quietly and unostentatiously. It lays no claim to the achievement of great results in the past, nor does it even flatter itself that it has already secured an assured position in the estimation of the teaching profession, but its Council have faith in the ends and purposes of the Guild, and believe that these can be realised by the exercise of patience and by a watchful and sympathetic attention to its affairs. Among the measures adopted by the Guild for promoting the ends it has in view is the institution of Educational Conferences at which teachers may meet and exchange views and enjoy that intercourse with members of their own profession which is calculated at once to deepen a teacher's respect for his profession and to promote a solidarity of interests in it. If these results could be secured on an extensive scale, they would go far to raise the position of teachers in public opinion, and I may therefore express the hope that those present will do what they can to make the Conference a success, and that teachers in this Presidency will see their way to giving to the Guild a larger measure of support than in the past. The year that is now terminating has been an eventful one in the educational world. On the initiative of H. E. the Viceroy, various enquiries have been set on foot with a view to investigating the defects of the educational machinery in India and to suggesting remedies and improvements. The results of some of these enquiries have not as yet been announced, but the recommendations of the Universities Commission have been published and have created a great stir in the Press and elsewhere.

I propose to touch briefly on one or two matters arising out of their Report. As a result of their investigation, the Commissioners say "that many of the criticisms passed on the Indian Universities are not deserved," and also "that taking all the facts

into account, we see no reason to regret the determination at which Government arrived in 1854." In the case of a certain order of minds, perhaps, not even the finding of a Commission is potent enough for the removal of prejudice. To men acquainted with the facts, no such finding was necessary, but nevertheless the fact that such an authority as the Commission has thus given expression to its views, cannot but be a matter of satisfaction. When I hear people describing our educational system as a failure, I am inclined to invite them to an exposition of the tests or *criteria* applied by them in arriving at their condemnation. Matthew Arnold held that a poet's greatness should be measured, not by his average outturn, "but by his best work, and I think that a somewhat similar test should be applied to those things of the mind and spirit that we call education. When we call to mind the names of the eminent *dewans*, the learned judges, the successful *vakils*, the efficient teachers known to fame in this Presidency—to say nothing of the many able men who are at work in the dim recesses of various Government offices, and on whom so much of the efficiency of the machinery of general administration depends,—and when we remember that all these may justly be regarded as the products of our University system, the suggestion that this system has been a failure can only provoke a smile.

The system, without doubt, has its defects, and, where proper control has not been exercised, has undoubtedly given rise to serious evils. It is capable of considerable improvement in many of the directions indicated by the Commission and must be modified in obedience to the teachings of the Time Spirit and in the light of the larger knowledge that 40 years of experience has given us. But we must not be too sanguine and expect that even the reforms that are now proposed will bring us rapidly to perfection; for years and generations must roll by before our educational system will form part of the very life of the people. For a system of education to live and thrive, there must be interaction between it and the life and thought of the community in which it operates. In view of the short period of 40 years during which our system of education has been operative, it would be absurd to expect any great results in respect to the community at large, but I think that there are signs of a healthy interaction between our system and the smaller units of the community. In particular, I would invite attention to facts which others besides myself may have noticed. Among the students in our colleges at the present day, are persons who are the sons of men who are themselves the products of our University system, and there are about some of these certain indefinable qualities, in manner, tone of thought and attitude of mind with reference to their studies, which distinguish them from other students and which, to my mind, unmistakably indicate the coming of a new era bringing with it the fruition of the methods and efforts of the past.

As regards the proposals of the Commission, educationists who have the true interests of the country at heart must welcome many of their recom-

mendations and cannot but hope that it will not be long before some of these are carried into effect. On the other hand, many thoroughly competent judges find themselves at issue with the Commission in respect to some of their recommendations. Speaking for myself, I must own to feeling considerable surprise when I read the detailed recommendations as to schemes and standards of examination and courses of study which seemed to point to a desire on the part of the Commissioners to introduce into the system of University education in India something of the principles of centralisation and uniformity. Uniformity and centralisation may be desirable and even necessary in various departments of administration, but I cannot call to mind any precedent, nor can I conceive of any justification, for the adoption of a policy of uniformity in the matter of higher education. In a country like India, whose provinces are so variously circumstanced, such a policy would be impracticable. If uniformity were attempted, it could not be maintained, and if endeavours were made to maintain it, the result would be little more than a uniformity of externals with much attendant annoyance and demoralisation. If Universities are to establish themselves on Indian soil, it seems to be axiomatic that they should be allowed some latitude for self-adaptation to the special conditions in which they are placed. Within certain limitations and with appropriate safeguards, each University should be allowed to work out its own salvation, and its success or progress must vary with the teaching power and educational facilities at its command and with the quality of its students. It was, therefore, with a feeling of relief that I read in para. 25 of the Government of India's Circular Letter of the 24th October last, that "the Commission must not be understood to recommend that the courses of studies in all Universities should be arranged on a uniform plan," and I may add that my satisfaction was all the greater in view of the fact that some of the Commission's recommendations in respect to courses of study appeared to me to be unsound.

I shall not detain you longer with expressions of my own views on the various aspects of the Report. To-morrow you will yourselves have an opportunity of discussing some of the recommendations of the Commission, and, as the Government of India has invited full criticism from all classes, I doubt not that other opportunities will be provided for the expression of views on the part of public bodies or individuals. The subject should be approached with sobriety and judgment. The other day, in the account of a meeting held to consider the recommendations of the Commission, the Chairman of the meeting is reported to have said that he was grateful to Government for the Commission, for their Report has provided his fellow-countrymen with a common platform on which all sections of the community could be united in protest. The spirit which seems to breathe in such a speech is not the spirit in which to approach such a subject. The recommendations of the Commission, without doubt, deal with questions which involve matters of great social

and political interest, but the attitude of mind which imputes motives to Government and places itself in opposition to them, as to a natural foe, is unreasonable and can only result in criticism which a self-respecting Government must ignore. Members of the Conference will, I hope, vindicate their claims to be regarded as sober-minded and practical men and will show that prejudices need not warp their judgments in the discussion of questions involving the highest interests of education.

The meeting then adopted a set of rules for the conduct of its proceedings and appointed the following Business Committee:—Mr. J. B. Bilderbeck, Mr. R. S. Lepper, Mr. J. A. Yates, Miss Parsons, Mr. M. Runga Chariar, Mr. P. Lakshminarasu Naidu, Mr. J. H. Stone, Mr. A. T. Ramanuja Chariar, Mr. P. S. Raghava Chariar and the Rev. F. W. Kellett.

Before the gathering dispersed, Mr. R. S. Lepper, on behalf of the Conference, proposed a hearty vote of thanks to Mr. and Mrs. Bilderbeck for the hospitality they had shown to the members, and paid a tribute of praise to Mr. Bilderbeck for the earnestness and sincerity with which he had worked to improve the teaching profession and for the thoughtful address he had delivered.

Business sessions were held on Tuesday, December 23. Papers were read, in the morning, by Messrs. M. Rungachariar and P. Lakshminarasu, and in the evening by Mr. J. H. Stone. Mr. Rungachariar's paper is printed in our present issue, the others will appear next month.

The Rev. F. W. Kellett, who presided at the closing session, proposed a hearty vote of thanks to Mr. Stone for his valuable paper, and concluded the proceedings by a few remarks on the utility of the Conference. He said that among its many results would be the holding out before them of higher ideals, the encouraging of them to progress and to improve their methods of teaching. Another result would be great sense of satisfaction that they who were impelled by those ideals and they who had all those improvements set before them as they had at the Conference, had helps such as no man ever had before in the teaching profession.

The following Resolution which was brought before the Conference by the Business Committee was carried *nem. con.*:—"That the Conference approves of the recommendation of the Universities Commission with regard to science in the Matriculation, provided that science in some form is taught in high schools."

The following Resolution placed before the Conference for its opinion was rejected by a large majority:—

"This Conference is of opinion that the omission of the vernaculars from the college course, except for translation and composition, and the introduction of a classical language in their place, will be productive of the good anticipated by the Commission."

Before the Conference dispersed Mr. A. T. Ramanuja Chariar, of the Victoria College, Palghat, thanked the managing members of the Teachers

Guild for their excellent arrangements to make the Conference a thorough success. It was to their untiring energy and enthusiasm that teachers owed the sense of self-respect and spirit of union which they found in the teaching profession at the present day in South India.

COCHIN AND MYSORE.

An interesting function took place at the Ernakulam College Hall on December 16. The occasion was the presentation of two farewell addresses, one by the staff and the other by the students, to Mr. Cruickshank, on the eve of his retirement from the Principalship. The ceremony was presided over by Mr. Gover, Chief Judge, who spoke very highly of the distinguished career of Mr. Cruickshank. The addresses were enclosed in a rich and handsome casket.

An important change has taken place in the staff of St. Joseph's College, Bangalore. Father Vissac, B.Sc., who has been Principal of the institution for many years and whose connection with the College dates from over quarter of a century ago, has, owing to ill-health, had to resign his Principalship and has gone to China for a change. The loss of Father Vissac will be keenly felt in Bangalore and more especially by the College for which he has done so much during many years of devoted service. The Rev. Father Froger, M.A., (London) succeeds Father Vissac as Rector and Principal.

BOMBAY.

OFFICIAL NOTIFICATIONS.

HIS EXCELLENCY THE GOVERNOR, IN COUNCIL is pleased to make the following appointments:—Miss A. M. Forbes to be Inspector of Girls' Schools in Sind; and Miss M. Aspinworth to be Inspector of Girls' Schools in the Northern Division and the City of Bombay.

MRS. F. L. MCAFEE, Lady Superintendent, Mahalaxmi Female Training College, Ahmedabad, has been granted by His Majesty's Secretary of State for India three months' extension of the furlough sanctioned in Government Notification No. 814, dated the 6th May 1902.

The results of the L. M. and S. Examination of the University of Bombay show that out of a total of 70 students, 27 were successful—two being placed in the first division and 25 in the second division. Ardeshir Pestonjee Bacha and Irene Mabel Dewey passed in the first class, and the latter student was awarded half of the Charles Morehead Prize, the Queen-Empress Silver Medal, and the scholarship of the Medical Women for India Fund of 1883. Navajbai Sorabjee Captain gained the Balkrishna Sudamji Prize and the Bai Hirabai L. H. Cama Gold Medal. Vishvanath Chintaman Gokhale was

awarded half of the Charles Morehead Prize along with Irene Mabel Dewey, and Ardesbir Pestonjee Bacha gained the J. C. Lisboa Gold Medal. Nagarkar Leab passed the Previous Examination in the second class.

PRIZE distributions have been held at Ahmedabad New English School (The Rana of Porbander); St. Joseph's Convent School and the L.B.M. High School, Panchgani; Bombay Scottish Education Society (Rev. Dr. Mackichan); St. Peter's School, Mazagon (Hon. Mr. E.M.H. Fulton). A variety entertainment was given at St. Mary's College in aid of funds for the College band.

THE Inaugural Lecture of the Winter Session of the Grant Medical College was delivered by Dr. Tehmuljee B. Natiman on Monday, November 17, and took the form of a retrospect of the history of the College since 1867.

THE ceremony of conferring the distinctions of Bhishag-Var and Associate of the Aryan Medical School on the successful students of the institution took place on Saturday evening, December 6, at the Framjee Cawasjee Institute, the Hon. Mr. Justice Chandavarkar presiding. The report was read by Dr. Popat Prabhuram and an address delivered by the Hon. Sir Bhachandra Krishna.

THE Earl and Countess of Pembroke and the Countess of Jersey attended by Captain Weatherby, A.D.C., visited the Central Schools of the Pansee Benevolent Institution in Hornby Row on Monday afternoon, the 22nd December. Her Excellency Lady Northcote, who had signified her intention to accompany the party, was unavoidably prevented from doing so. The distinguished visitors were received by Sir Jamsetjee Jejeebhoy, Bart., Mr. D.N. Wadia, M.A., the Principal of the institution, and Mr. J. Macdonald, Principal of the Scottish Schools, through whom the visit had been arranged.—B. G.

At a meeting of the Committee of Bombay Victoria Memorial Fund held recently in the Municipal Corporation Hall, presided over by Sir Lawrence Jenkins, Chief Justice, the quarterly report of the sub-committee embodying the progress of the new "School for the Blind" shortly to be established from the fund was approved and adopted.

The school is shortly to be established in a house which the Committee has rented for the purpose near the Bynulla Club. All arrangements are now well nigh complete, and it is proposed to request His Excellency the Governor to perform the opening ceremony of the school about the middle of January.

An offer of Rs. 5,000 from Mr. B. D. Petit for the establishment of a free studentship in the name of the late S.D. M. Petit, Bart., was accepted with thanks. It is gratifying to the Committee to realize

that the public are beginning to take an interest in the new institution which promises to do very useful work in course of time, and it is to be hoped that ladies and gentlemen will similarly come forward to assist the work by endowing free studentships of Rs. 5,000 or giving contributions, all of which will be thankfully received.

THE conclusion which has been arrived at by the Director of Public Instruction as to the progress of education in the Presidency of Bombay is certainly not encouraging though at the same time it is not at all surprising. The report covers the quinquennium ended in March of this year, a period during which the Presidency has suffered continuously from plague and famine. Education has been thrown back ten years in that period, it is stated, and it is at the present time in pretty much the same condition as it had reached in the year, 1892. This retrogression of course is entirely due to the melancholy conditions which have existed in the Presidency during recent years, but it appears that plague has had a great deal more to do with it than famine. During the period in which plague has existed the number of primary schools in the Presidency has been reduced by no less than 731, and the attendance roll has been diminished by 97,673. Of these, 140 schools were managed by private agencies. The Southern Division of Bombay suffered most severely owing to the virulent outbreaks of plague in Belgaum and Dharwar. Bijapur and Sind, which escaped the plague to a very great degree, have made a good deal of progress, and this proves that given fair and normal conditions the position of the Presidency in regard to education would have been a good deal more satisfactory than it now is. Both Government and the Local Boards experienced a considerable reduction of income owing to the pressure of famine, and this necessitated both the cessation of improvements and also of the making of grants-in-aid for new buildings. There was during the period a fairly big increase of attendance at unaided schools under private management, but this the report points out was due chiefly to the opening of new schools in Bombay and in the Ahmednagar district. This apparent expansion arose most possibly out of the necessity for supplying the deficiency of accommodation due to the closing of Board Schools. As the resolution of Government remarks their existence shows the strength and reality of the demand for education even when aid from the public funds is not available. The large increase in endowments recently also points to the same thing. Taking the whole of the facts into consideration one is bound to admit that the Department of Education has done all it could under exceptional difficulties, but at the same time it should be remembered that there is a lot of lost ground to be made up, and it is to be hoped that with a prospect of returning prosperity stimulus will be given to the cause of education in the Presidency.—*Bombay Gazette.*

BENGAL.

OFFICIAL NOTIFICATIONS.

BABU NALINI MOHAN SANYAL, Deputy Inspector of Schools, Hazaribagh, is appointed Headmaster of the Rangpur Training School, with effect from the 18th November, 1902, vice Babu Rajeswar Gupta, about to retire.

BABU PURNA CHUNDRA KUNDU, Professor, Chittagong College, is appointed to act as Principal of that College, in addition to his own duties, during the absence, on leave, of Babu Khirud Chandra Rai Chaudhuri.

BABU KHIROD CHANDRA RAI CHAUDHURI, Officiating Principal, Chittagong College, is allowed leave for three months, with effect from the 12th January, 1903.

THE distribution of prizes to the students of the Calcutta Sanskrit College took place on the afternoon of the 18th December at 5 o'clock, at the Sanskrit College premises. There was a large gathering, the Hon'ble Mr. T. Raleigh presiding.

MR. ORANGE, the recently appointed Director-General of Education, accompanied by Mr. P. Mookerjee, Inspector of Schools, Presidency Division, visited the Barrackpore Government Park School on a recent afternoon. He examined the boys of the first two classes minutely without their text-books to test how they understood and answered conversational English. He next visited the local *patshala* and saw little boys sit down on mats and write on palm leaves.

THE following is from the Government Order on the Annual Reports of the Municipalities of Bengal, excluding Calcutta.

Public Instruction.—The expenditure under this head, which amounted to Rs. 1,32,340, shows a small increase of Rs. 5,417. The expenditure on primary education was Rs. 67,090, or 2.5 per cent. of the aggregate ordinary income of the municipalities in Bengal. This falls below the standard of 3.2 per cent. prescribed by Government, and the Officiating Lieutenant-Governor desires that the controlling authorities will see that during the current year a proper provision, suitable to the different municipalities, is made for the extension of primary education. Mr. Stevenson-Moore has shown the great need for this in the industrial municipalities of the 24 Parganas, and his remarks will be considered in the Education Department. The wealthy municipalities of the Burdwan and Dacca Divisions are the most backward in providing for primary schools.

THE students of Bishop's College, with the kind consent of the Principal, were "At Home" to their friends on the 19th December. Quite a large number of guests were present, and a very enjoyable evening was passed. The spacious College lawn was made to wear quite a festive appearance for the occasion, tennis, badminton, and ping-pong were included in the evening's entertainment, and received a fair

amount of attention, and a Concert Phonograph, kindly lent for the occasion, discoursed some pleasant music. At dusk the party adjourned to the College Hall where, with the kind assistance of the Rev. R. Gee, the Rev. J. H. Jennings, and Mr. Roy, a musical programme of ten items was gone through with great success by the students. The proceedings were then brought to a close with a most laughable farce entitled "Fooling the physician." No account of the entertainment could be complete without noticing the invaluable assistance rendered to the students by Mr. and Mrs. I. C. Chowdry, of Bishop's College, in promoting the success of the evening.

THE fourth anniversary of the Central Hindu College was celebrated this year two months later than usual, in consequence of Mrs. Annie Besant not returning to India until December. It passed off most successfully on the 24th December, Mr. Radice, the popular Collector of Benares, presiding. The opening hymn in Sanskrit was followed by a few words from the Chairman and a Sanskrit speech from Pandit Ramavater. Then came the Annual Report, a very lengthy document, showing very satisfactory progress. It recorded two new departures: the establishment of a Sanskrit Department, and the Ranavir Pathshala, supported by the Kashmir State, having passed into the hands of the College. Various reforms and improvements have been made, approved of by the enlightened Maharaja of Kashmir, and English has been introduced as a second language compulsory on all students. The second departure was the affiliation of the Hindu High School in Srinagar, now a most flourishing institution under the care of Mr. Wilson, sent by the College. Another interesting item was the issue of religious and moral text-books, 76,000 of the most elementary, the Catechism, having been issued since April last in English and ten vernaculars. The report was followed by Hindi and Bengali recitations, and these by the prize-giving. Prominent among the prizes was a handsome silver shield, on which, year by year, the name of the best mathematical student is inscribed. A well-delivered English recitation by two lads followed, and then came a touching letter from Dr. Richardson, the Principal, away on sick leave; and the letter and the reception it met with bore eloquent testimony to the affection existing between teacher and pupils. A vigorous speech from the Headmaster, Mr. Banbery, was warmly cheered, and the proceedings closed with a much applauded speech from Mrs. Besant on College ideals. The handsome Boarding House and College buildings were gaily decorated, and the students, wearing badges of their College colours, were much *en evidence*, making the most courteous stewards.

THE PUNJAB AND UNITED PROVINCES.

HIS HONOUR THE GOVERNOR of the Punjab in presiding at the distribution of prizes to the students of the Lahore Medical College said it was an institution of which the Punjab might well be

proud, as its training provided a supply of Surgeons and Hospital Assistants for the Province and Native States—T. I.

At the twenty-second Convocation of the Punjab University, held on Saturday, the 20th December, the Chancellor handed to Ghazi Mir Ahmad Shah Rezwani, of the Central Model School, Lahore, a sanad of Shams-ul-Ulama granted by H. E. the Viceroy in the Oriental faculty. Two degrees were conferred both of Bachelor, for Oriental learning in the Faculty of Arts; and 23 for the Master of Arts degrees, 12 being in English, two in History, four in Physics, two in Mathematics, two in Sanskrit, and one in Arabic. The Bachelor of Arts degree was conferred on 139, of whom three were in the First Division, 104 in the Second, and 32 in the Third. The Bachelor of Science degree was conferred on two persons, both in the Second Division. The Bachelor of Laws degree was conferred on 22, one in the First Division and the rest in the Second Division. Honorary Oriental literary titles in Sanskrit, Arabic, and Persian were conferred on nine. Thirty-two persons were presented to the Chancellor as qualifying for medals, scholarships, and prizes. Of these 16 were awarded gold or silver medals, 11 scholarships and studentships, and five prizes in cash or books.

In his remarks, before the address was read by the Vice-Chancellor, the Chancellor dwelt on the general regret at the death of Dr. Stratton, Registrar of the University, and Principal of the Oriental College.

The Hon'ble Mr. Tupper, the Vice-Chancellor, then delivered an address, dwelling on the need of post-graduate study of Indian constitutional law. After defining constitutional law, its existence in India, the means to its study and the authorities on the subject, its materials and working, its growth and peculiarities, and the forces shaping it, the speaker referred to the indigenous system and the political movement, which operated for disruption before the efforts of the English power had developed; and the earlier efforts of the English to adhere to the rules and maxims of its policy, according to well-regulated periods of Native Government. Affirming the necessity of maintaining the personal element of their predecessors, the British had introduced Western ideas, which have found expression in Local Boards and Legislative Councils. The speaker said he found the history of Legislative Councils full of hope and full of promise, while the study of constitutional law is necessary for members of our Councils. The speaker wound up a learned and thoughtful discourse with advice to students as to the spirit in which the study of the subject should be approached.

Among the graduates who received their diplomas at the Convocation at Allahabad in November there was one lady and she was greeted with much cheering. She was Miss Chatterjee, who passed the B.A. examination from the Isabella Thoburn College, Lucknow.

General Notes.

THE list in the final examination for the Indian Civil Service is headed by a young Mahomedan gentleman—Mr. Abdul Latif Camaruddin Amiruddin Abdul Latif. Mr. Latif is a distinguished Graduate of the St. Xavier's College, Bombay, and is engaged to marry a daughter of Mr. Justice Budruddin Tyabji.

THE Viceroy's remarks at Ajmere upon the subject of the Chiefs' Colleges and the reforms now in course of being carried out in the curriculum of studies were, says the "Pioneer," very much to the point. There is no doubt that these Colleges have been a disappointment, in spite of the efforts of the picked officers who have been in charge of them. The physical development of the pupils was well looked after and they were encouraged to be good polo-players, keen sportsmen, and gentlemen; but their intellectual education was all on wrong lines—if, indeed, it existed at all. They were taught certain subjects and made to speak English with fluency and correctness, but they were never properly prepared for the duties that would fall upon them in manhood. Instances could be quoted where young Chiefs have returned to their homes so ignorant of their own vernaculars that they could not transact business without the aid of interpreters. Youths of this stamp were alienated from their families and neglected their affairs and took to evil courses. Now their education is to be of a practical kind and they are at last to be trained to fulfil the duties of their every-day life. The stereotyped educational course is to be discarded, the teaching staff is to be strengthened, and an entirely different kind of examination is to be introduced to check the progress made by the pupils. The Government of India are showing their interest in the scheme of reform by granting an annual sum of a lakh of rupees to assist the Colleges; and the assistance of Ruling Chiefs, who have, perhaps naturally enough, given little financial support hitherto to these Rajkumar institutions seems assured.

In reference to the Kaiser-i-Hind Public Schools Medal scheme inaugurated by the Royal Asiatic Society for the purpose of interesting British public school boys in our Indian dominions, it is announced that the headmasters of the seven competing schools—Eton, Harrow, Winchester, Rugby, Chatterhouse, Merchant Taylors', and Westminster—have now received the regulations drawn up by the society for the annual contest, and in accordance with the rule that the subject each year shall be announced before the end of the previous October the subject for 1903 has been made known. The Emperor Akbar and his Age, with a brief account of his life, work, character, and place in history is the theme selected by Mr. J. J. G. The originator of the scheme, and his coars of ordinary hand-writing are not to exceed 24 foolscap before March 1904.

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All contributions, books for review, &c., should be addressed to the Editor, Central College, Bangalore. 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.

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The Educational Review.

The Indian Social Reformer has done a public service in calling attention to the history and present position of the Tata Research Institute. It is unnecessary for us to go further back than the year 1898, when

the present scheme of a non-official academy was drawn up, though it is well to remember that it was ten years before this, in the days of Lord Reay, that Mr. Tata began to consider what he might do towards making University Education more thorough and fruitful in India. There lies before us the provisional scheme drawn up in December 1898. It was then proposed to have three departments—(1) scientific and technical, (2) medical, (3) philosophical and educational. The total estimates amounted to an initial expenditure of thirteen lakhs of rupees and an annual expenditure of three lakhs, exclusive of scholarships, fellowships and travelling studentships. Towards meeting this Mr. Tata offered a property representing a capital of thirty lakhs and calculated to yield a yearly income of about a lakh and a quarter. Then began the era of reference and consultation. The scheme was submitted to the Viceroy at Bombay early in 1899 and afterwards to the Government of India, at whose suggestion various alterations in the

schemewere made. Further discussion proving that it was necessary to bring the scope of the institution within narrower financial limits, the Provincial Committee invited Sir William Ramsay to inspect and advise. His report (undated) is extremely comprehensive but its chief recommendations may be summarized as follows: 'The name of University was to be dropped in favour of that of Institute—The Indian Institute of Research. The Institute was to start as a school of Experimental Science, Chemistry and Technology only being taken up at the outset. It was to be located in Bangalore and in consideration of the immediate benefit to Mysore industries consequent on such location, that Government (which had always expressed itself sympathetically towards the scheme) was expected to make an annual grant and to do much towards the cost of erecting buildings. Professor Ramsay's estimates were: initial, four lakhs; current (including pensions) one and three-quarter lakhs. Unless this income could be assured (presumably by contributions from the Indian and Mysore Governments supplementing Mr. Tata's benefaction), it would be folly to make a start and Mr. Tata would be well advised in withdrawing his offer and attempting to establish manufactures privately and at his own risk, drawing the returns which the successful establishment of these would undoubtedly yield.'

To Sir William Ramsay succeeded Professor Masson of Melbourne and Lt.-Col. Clibborn of Rurki, whose report estimated a capital expenditure of six and a half lakhs and an annual expenditure of £40,000 (one and a half lakhs). They proposed a further change of name, *viz.*, the Indian Institute of Science, and the omission of the chair of Technology proposed by Sir William Ramsay. Three

departments or schools were suggested—Chemistry, Experimental Physics, and Experimental Biology, a professor and assistant professor being assigned to each school. This report is excessively zealous to show that as compared with Rurki Bangalore has no claim whatever to be selected as the site of the institute, but this matter, we believe, has been settled in favour of the southern city.

It is now fourteen months since the last report was presented and nothing appears to have been done in the meantime. Perhaps with Mr. Tata's return from Europe and America a fresh impetus may be given to the movement. As the Governments of India and Mysore do not seem inclined to unite in bringing the income from Mr. Tata's endowment up to the amount of Professor Ramsay's estimate, two courses seem to be open to the Provisional Committee. They may either make a start at once on a smaller scale, as suggested by Messrs. Masson and Clibborn, or they may hang up the scheme altogether, until some other generous donor is found who will supplement Mr. Tata's benefaction with a sum which, when added to the existing capital, will make an amount sufficient to yield the annual income required. At present it looks as though something like this latter course were being taken; whether wisely or not, opinions will differ. Meanwhile we notice that the trust is prepared to send certain selected students to Europe to obtain the training which unfortunately is not yet available in their own country.

If however it is a pity to have to record the slow growth of one great scheme it is a pleasure to have to chronicle the completion of another. On the 30th January the Viceroy opened in Calcutta what

may perhaps be called the Indian Bodleian. The story of its founding is best told in Lord Curzon's own words:—

"I heard that there was a public library and that it was located in a building known as the Metcalfe Hall. So one afternoon I paid this place a visit. I found that the lower story was occupied by an institution known as the Agri-Horticultural Society, which had collected there a number of glass bottles and jars on shelves, containing seeds and specimens, and some rusty implements and ploughs. I daresay they were very useful in their own way and place, but it seemed to me that they were singularly out of place in the Metcalfe Hall, while I heard that their somewhat dismal appearance found its reflex in the financial position of the society itself, which was also in a state what is sometimes described as genteel decay.

Then I walked upstairs to this floor, which belonged to the Calcutta Public Library. I found shelves in these rooms—not, I may say, the present shelves, which are entirely new—filled with books the majority of which had parted company with their bindings, while the room in which we are now met was occupied by a few readers of newspapers and light fiction, whose tenancy of the library was freely disputed by pigeons, which were flying about inside the room, and evidently treated it as their permanent habitation.

Both these experiences had a rather disquieting effect upon me. Then at about the same time I visited the Home Department. I found stacked there, in a crowded unsuitable building, the large library of books belonging to the Government of India and known as the Imperial Library, practically accessible to none but officials, useless for purposes of local study or reference, and unknown to the

public at large. Putting together these various experiences, it seemed to me an obvious duty to work for some sort of amalgamation, thereby to give to Calcutta what a chief city or a great province, with a population of millions of people, itself also the capital of the British Empire in India, ought most certainly to possess, namely, a library worthy of the name.

It also seemed to me that this building, erected in memory of a distinguished British statesman, situated in the heart of the business quarter of the town, in close proximity to all public offices, was the very place for such an institution, and that it was a pity to see it given up to pigeons, plants, and ploughs. I, therefore, through the medium of the late Sir John Woodburn, who helped me very warmly in my project, approached the council of the Agri-Horticultural Society and the shareholders of the public library to ascertain whether they would be willing to part with their interests such as they were, in the building, and to allow the Government to resume full possession.

After a prolonged negotiation this was satisfactorily arranged. The rights of both parties were acquired by purchase by the Government of India, and an Act was subsequently passed to validate the transfer. The Metcalfe Hall was taken over, a librarian was procured from England, and arrangements for the constitution of a new library were seriously taken in hand. These have now been in progress for nearly two years. The building has been entirely renovated and refurnished, the collection of books from the Government library has been brought over and placed in its new habitation, and an enormous number of books in the old public library has been examined, weeded out, and

re-arranged. The total number of books in the library is now little short of 100,000. The Government of India has created the staff, provided an annual sum for their payment, for the upkeep of the building, and the purchase of new books."

We understand that the main difference between the Calcutta Public Library and its more important successor is that the Imperial Library will be strictly a reference library. The only exception recognised by the authorities is the undertaking in the contract that the proprietors of the old library—about fifty in number—shall retain the right to borrow books from their own collection. A certain proportion of these, however, have been cleared out since the purchase, in accordance with the clause which empowered the Government to get rid of such books as the library authorities deemed unworthy of keeping, by distributing them among various local libraries at the Government's own discretion. In the renovated building there is one large and most comfortable reading room, and a smaller room adjoining, which can be used for special purposes. The books are, for the most part, stored downstairs, the principal ones being kept in the reading room for ready reference.

We have little doubt that future generations will fulfil the Viceroy's hope, and rise up to call him blessed, even as men now bless Humphrey, Duke of Gloucester, and Thomas Bodley. Is it too much to hope that he will, ere he leaves India, identify himself so conspicuously and thoroughly with the Institute of Science, which is in some sense an even more imperial undertaking? Assuredly there could be no two achievements so thoroughly in harmony with each other, or richer in the lustre they would unitedly shed on a term of

office already so wondrously brilliant and useful.

It is with very great pleasure that we note the acquiescence of the Government of Madras in the scheme for training Hindu and Mahomedan widows as teachers propounded by Miss Carr. Madras has always been well served by its Inspectresses and we know of nothing that could be of more useful service both to education and to society than the utilizing in this way of the otherwise sad and blighted lives of these unhappy native ladies. It is interesting to notice that similar work has been going on in Mysore for some time, and that there are now in that state at least a hundred widows undergoing training in various standards. Several widows are already working as heads and assistants in Government Girls' Schools, and it is hoped that this branch will become a permanent feature in the educational policy and programme of Mysore. In her letter to the Director of Public Instruction Miss Carr proposed the following scale of scholarships without any restrictions beyond certificates of respectability:—

(1) Six scholarships of Rs. 4 per mensem tenable for one year to enable Hindu or Muhammadan widows to read in the third standard or class of any recognised school.

(2) Six scholarships of Rs. 5 per mensem tenable for one year to enable Hindu or Muhammadan widows to read in the fourth standard or class of any recognised school.

(3) Three scholarships of Rs. 6 per mensem tenable for one year to enable Hindu or Muhammadan widows to read in the first form of any recognised school.

(4) Three scholarships of Rs. 7 per mensem tenable for one year to enable Hindu or Muhammadan widows to read in the second form of any recognised school.

(5) Three scholarships of Rs. 8 per mensem tenable for one year to enable Hindu or Muhammadan widows to read in the third form of any recognised school.

(6) Six guardian allowances of Rs. 5 per mensem tenable for one year to supplement scholarships (3), (4) and (5) to enable Hindu and Muhammadan widows to study in places other than their native towns or villages when the schools in their native towns or villages do not contain the required forms.

She suggested that the scheme should have effect from January 1st, 1903, and that the four widows already in receipt of private scholarships should be the first recipients. This would set the private funds at liberty to help others until arrangements could be made to give them also the Government scholarships.

The Director of Public Instruction, Madras, in recommending the proposal to Government for sanction, said:—"The Hindu and Muhammadan communities have so far been very slow to avail themselves of the benefits of education for their girls, and one of the greatest difficulties experienced in establishing and maintaining schools for their benefit, is the lack of suitable teachers. There seems to me to be no better way of meeting this want and gradually establishing a permanent teaching agency for girls' schools than by attracting widows into the profession."

The proposals of Miss Carr's letter were approved by Government for introduction from the 1st of January, the award of the scholarships being left to the discretion of the Inspectresses.

Some fifteen months ago the Government of India invited attention to a suggestion put forward by the various Di-

School Committees in India. ward by the various Directors of Public Instruction assembled at Simla in September 1901. This suggestion was to the effect that the system of School Committees which exists in the Central Provinces for schools of all grades is strongly to be recommended on the ground that it tends to encourage and maintain local interest in education. The Education Reports of the Central Provinces show that the management of schools through Committees is successful, and the Report for 1900-1 goes so far as to state that such Committees are the backbone of the educational system in that part of India. The matter has now been taken up in Bengal and orders bearing on the subject have been issued. The view adopted by Government there is that, while the time has not yet come for dispensing with departmental control and inspection by officers of the Education Department, it is desirable to stimulate public interest in education, by the formation and development of School Committees. The Resolution states that it is in contemplation to introduce an amendment in the Bengal Local Self-Government Act, 1885, expressly authorising the appointment, in each District Board, of an Education Committee, consisting of members of the Board and other residents of the district. For the Government, district board and municipal secondary schools, numbering 260, it is decided that visiting committees are to be appointed, on which local residents, adequately representing the classes from which the students are drawn, are to serve. In regard to Aided secondary schools, (1627 in number) the only change to be made is the appointment, to the

existing Committees, of more persons representative of parents. For upper primary schools (4507 in number) Committees are to be appointed, as far as practicable, from the members of the Chowkidari Unions. The Government does not consider it necessary to introduce the system in the case of lower primary schools, of which there are 44079 in the Presidency.

The seventeenth century Latin romance, *Nova Solyma*, to which we Milton's (?) made some allusion a few Utopia. months back, has now been published. The story runs as follows:—Two young Englishmen, Politian and Eugenius, arrive at the restored and as it were Christianized Jerusalem, in the company of one Joseph who is the son of one of the city fathers. Certain celebrations are about to take place and Joseph takes his two friends to his father's house which they believe to be an inn. Having made them lose their hearts to Anna and Joanna, the daughters of the house, the anonymous author goes on to describe, much in the manner of Moore's *Utopia*, the governance of this ideal state, the disquisition being interspersed with an account of Joseph's travels, out of which another leading incident arises. Philippina, a beautiful damsel whom Joseph had saved, became so enamoured of her protector that she followed him to Nova Solyma in male attire. Here she herself is fallen in love with by the landlady of her inn, and finally commits suicide. The arrival of the father of Politian and Eugenius brings about a happy termination to their love affairs.

It will be remembered that the Rev. Walter Begley, who discovered this long lost work, is strongly of opinion that it was written by

John Milton. So far as we can judge from the reviews that have come to hand, his critics are not inclined to agree with him further than by saying that it is an open question. "It is to be expected," says *The Athenæum*; "that our author would overstate his case; but it is not wise of him to have done so." One of the reasons against the Miltonic authorship is that such a keen politician and pamphleteer as Milton would hardly have brought out this novel at such an inauspicious time as 1648-9. And while all the previous reading of Apuleius and Heliodorus suggested by the romance points to Milton and there are many reproductions of Milton's Latin peculiarities, there is an air of urbanity and good breeding throughout the book which suggest less the author of the *Areopagitica* than some 'leisured and remote scholar and a man of gentle birth,' perhaps 'some scholarly recluse of Quaker tendencies who after this one conspicuous failure, returned once more to his books and let the world wag its own way.'

From the intelligence recorded in our Indian Educational Notes it will be seen that the Senate of the University of Bombay has opposed most of the recommendations of the Commission. The Senate of the University of Madras has expressed its opinion on certain points particularly referred to it, but has been further asked to consider the Report as a whole and in the light of the Government of India's letter.

ART IN INDIAN SCHOOLS AND COLLEGES.

I once had the pleasure of entertaining a clergyman who was when at home a diocesan inspector of schools. I took him to see the local high-school, and he was much struck with the bareness of its walls. "Why doesn't the manager ask the people of the place for pictures to hang up," he said, "even their old Christmas numbers would be better than nothing." The incident illustrates two things, first the want of interest in art—pictorial art—at any rate in Southern India, and second, the reflection of that want of interest in educational institutions. Hardly anybody in the town had any pictures, and certainly it would never have occurred to anybody to subscribe to illustrated papers. Nobody had thought that the school-room walls wanted decoration, or had conceived the idea that education had anything to do with æsthetics.

This was about ten years ago, and I doubt if things are now perceptibly different. It is hardly too much to say that our educational system ignores æsthetics; and I suppose that when my subject was laid down as art in schools and colleges, it was intended that this paper should introduce a discussion on means for improving this deplorable state of things.

The statement that æsthetics are ignored of course requires qualification; and the qualification that first occurs to me, is that the art dramatic is pursued with some success. It obtains however no official recognition, and I can imagine the departmental contumely that would be the lot of him who should apply for a grant-in-aid of a performance of, let us say, *Coriolanus*. And yet the Greeks thought well of such things, even making them state matters.

I find another qualification in the Art Loan

Collection which finds a home in the Director's office. This I believe owes its existence to Mrs. Brander—to whose devoted labours education in Madras owes so much. It has for nucleus a collection of auto-types given by Lady Wenlock, and the English Art for Schools Association and the Kyrle Society have also contributed. Several Madras ladies have painted pictures for it, and the Women's Teachers' Association presented coloured photographs of Southern India and copies of Ravi Varma's pictures.

As its name implies, the collection exists for the object of making loans to schools. I fear that it is not made use of so much as it might be—perhaps this mention of it may lead some headmasters to apply for pictures. Catalogues and rules may be obtained from the Director's office.

A further qualification is of course the teaching of drawing in schools, and as this is officially encouraged it might seem to be the largest of all. It is at all events the matter on which I propose chiefly to dwell.

The Madras Code recognises drawing as an optional subject from the first standard, but in practice it is almost entirely neglected in the primary department, and is often enough not begun before the Fourth Form. It is almost confined to free-hand drawing from the flat and from models. Geometrical drawing finds a place in the Lower Secondary curriculum but I believe is hardly ever taught. Now I believe no unprejudiced person will deny that the results of this teaching of drawing are of the most insignificant kind. Only a small proportion of the boys so taught reach the not very difficult standard of the Government elementary technical examinations. This is not all however. Of those that do reach this standard, that is, who can copy a piece of

ornament from the flat and draw a group of three or four models, very few indeed can be said to have acquired the power of drawing in such a way as to be able to turn it to any practical use, still less to make it the foundation for artistic achievement. In fact I very much doubt if the idea that "drawing" is anything more than a school subject encouraged by the department and therefore to be taken up, occurs to the majority of teachers. Drawing is to them the drawing of pieces of ornament or of cylinders and prisms made for models. As is so often the case the end is entirely lost sight of in the means, and drawing teachers do not seek to teach boys to draw, but to draw the models that they know will be given in the examination. This is illustrated in an interesting way by some drawings exhibited lately at the Teachers' College. Certain students wishing to show their draughtsmanship collected all the models, cubes, spheres, prisms and what not, piled them in a confused mass on a bench and proceeded to draw the result. A difficult feat no doubt, but how useless.

This failure will be explained by some by the doctrine of special aptitude. They will say that only boys who have a special aptitude for drawing can learn to draw. I believe this is an entire mistake. Everyone can learn to draw just as everyone can learn to write, though of course the degrees of accomplishment possible of attainment in the first art, cover an enormously wider range than in the second. Learning to draw, as drawing is understood in our schools, is indeed a case of survival of the fittest—only those who have a special aptitude are able to rise superior to the difficulty in acquiring the art that are put in their way by the system. If learning to write were made as difficult as

learning to draw, the petition writer's trade would be vastly more lucrative and anonymous libels rarer.

What then are the difficulties in the would-be draughtsman's way?

In the first place he usually begins too late. The most plastic time of his mental growth is past and the time when the nerves and muscles are most fit to adapt themselves to answer new demands made on them. It is a time too when the terror of examination weighs on the boy's spirit and he has begun to ask of every school occupation whether it will pay in the Lower Secondary or in Matriculation.

This is connected with another difficulty. Drawing has so little place in public examinations that it is regarded as an "extra," a casual or accidental subject of school work. It is taught by special instructors, often of very low general education and is regarded by the ordinary schoolmaster with a mixture of the grudging respect he feels for something beyond his own powers and contempt for a subject of such low examinational value. The last difficulty—the way in which drawing is taught—covers a number of heads. In saying that the teachers are often men of little mental culture I have anticipated one. Drawing teaching is frequently unintelligent, and uninspiring. In fact it amounts to very little more than setting a copy and seeing that it is imitated.

Another point is the medium in which the work is done. Of all things to draw with, an H. B. pencil, and inferior paper are the least pleasant (except perhaps slate pencil on slate), and the most difficult. When india-rubber is added and the correction of many mistakes, the smudgy hardness of the process is little short of revolting. Finally as a result the drawing lesson is dull to a degree.

I have no doubt I shall be told I am wrong here—that the boys like it. So they do poor things those that have any natural taste for drawing, but why? Chiefly because it is an infrequent break in the monotony of school, and because even the least favourable conditions cannot altogether keep down the instinctive pleasure in the correlated exercise of hand and eye.

As I have brought so serious a charge of unfruitfulness against our system and have taken it upon myself to try and expose some of the causes of it, it is only fair that I should suggest remedies. I do not undertake to do much in this direction, which this Conference is likely to think practical, but I propose next to try and set forth some of the ideas which now govern the best school teaching of drawing and to describe some of the methods that arise out of them. It will then remain to consider how far these ideas and these methods can be adopted in Indian schools.

The first idea I shall touch on is fundamental—it is in fact the idea on which all that is best in modern educational theory is founded—that the teacher's business is not to fill the empty head of the child, or even to make the plastic mind take the shape or mould he desires to impress—in the language of the training schools—but to stimulate and guide the child's self-activity. I shall not stop to trace the history of this idea. It is in the air now but I may perhaps be allowed to mention Findlay's "Principles of Class Teaching" as a useful attempt to remodel curricula and methods in its light.

In relation to drawing it has perhaps a special value because drawing is so plainly an instructive activity of childhood.

There are no lines in nature and therefore we might have supposed that the race and

the individual would hit upon lines as a means of representing solid things as the result of a difficult process of abstraction and at a comparatively late stage of development. We do not know how old the race was when it began to draw, but we know that the cave man after a satisfying soirée of boiled shoulder of mammoth sketched the animal that had provided the repast on its own shoulder blade, and we know that children who can hardly speak, will spontaneously endeavour to represent their ideas in drawing and will use substantially the same conventions to express the human figure as the cave men hit on.

Modern drawing teaching recognises this propensity of childhood and starts with it. Children are encouraged to draw in the kindergarten according to their own fancy. The principle of guidance however must not be lost sight of. Experience shows that its spontaneous drawing activity will not carry the child very far. As it gets older it becomes discontented with its inability to represent objects truthfully, and the drawing habit is in most cases, in the absence of regular teaching, lost. The teaching of drawing, especially in this case the guidance of children's self-activity, is therefore also taken in hand in the kindergarten and lower classes of schools.

Now in deciding what this teaching is to be another principle comes into play. The principle that school work should be pleasurable. This is I know a stone of stumbling to some because they attach a wrong meaning to the word pleasurable, making pleasure the necessary antithesis of serious and sustained effort. School work is of course really pleasurable in so far as it is the exercise of the child's self-activity under favourable

conditions. The more absorbing the occupation,—the harder he is working in fact—the greater the pleasure, provided the sense of outside compulsion be not too prominent, as it is, *e.g.*, when he is getting up something by heart under fear of punishment.

How then is systematic drawing teaching to be made pleasurable?

I believe, it will save time in the end to consider here what are the chief sources of pleasure for children in drawing. The earliest to appear is perhaps that of muscular movement producing permanent result in lines—scribbling in fact. Next comes the pleasure of representation, of making likenesses of things—and of representing their relations, telling stories and expressing ideas. Another is that of colour, and I suppose the joy the artist feels in the line for the line's sake, is the purest that art can give. I mention this last because one wonders whether childhood is capable of it. I should certainly not expect children to express it, but we must not forget that their thoughts and feelings often go far beyond their power of expression, and I think some instinctive pleasure in the flow of line may be assumed in them.

Now of these various sources of pleasure that of the muscular movement involved in making lines seems the most fundamental. This it is that gives rise to the very common habit of scribbling.

Most people scribble even in adult life—blamelessly on blotting paper, or on the sand left smooth by the retreating tide—most villainously on book margins and public monuments, and children will always scribble with chalk if they can get it or with stick or finger in the dust.

Modern drawing teaching, then, begins with this scribbling propensity and guides it

in a useful direction by setting children to draw with chalk on variously prepared wall surfaces. The free movement of the arm and the overcoming of the slight resistance of the chalk on the wall seem to provide the pleasurable element in these exercises, so that the other main satisfaction in drawing—that of representing something—is not wanted. The child is therefore exercised in drawing curves, spirals and circles and later, figures composed of, or containing straight lines. He thus, not only learns valuable lessons in form, but acquires control over his muscles, enabling him to make his hand travel in any direction he chooses. I ought rather to say hands, than hand—for both are equally practised and the bimanual training first advocated by Plato, is thus so far made a reality. This, of course, also much facilitates the execution of symmetrical patterns. As facility is acquired two or more coloured chalks can be used and the drawing can be made representational.

It should be noted that this black-board drawing correlates with physical training. Is—in fact—physical training, for the child stands upright, firmly planted on his feet, and does his work by free movements of the arms, from the shoulder, not unlike those of his drill. There are schools in which wall space cannot be found for drawing, and in them a compromise method is practised. The desks are provided with slots, in which a small drawing board, with rough paper attached, can be placed vertically. The pupils then draw at full length of the arm, but seated. This is of course, very much better than mere flat paper work, but falls short of the perfection of bimanual black-board drawing.

It is not of course enough, that the child shall only draw well on the black board. For practical purposes paper work is essential, and

the power of delicate manipulation of detail, and realistic representation of colour, and light and shade, cannot be acquired on the black board. It does not follow, that an immediate transition to the black lead pencil, and piece of India rubber is necessary.

The plan already mentioned of free arm drawing, sitting, with coloured chalks on rough brown paper, though an imperfect substitute for black-board work is an excellent means of transition from it, to the more usually practised form of paper drawing. Another variation from common methods is what is known as brush work. This consists in drawing in water colours with the brush alone.

No preliminary pencil stretching is allowed, the only helps to accuracy being a ruled outline of the space to be covered and an occasional ruled guide line. Exercises are given of graduated difficulty beginning with single strokes of the brush arranged in simple patterns and culminating in quite elaborate ornamental patterns of the usual free hand type executed in two or more colours. There is no doubt as to the pleasurable character of this kind of work, giving as it does, with the same stroke, both form and colour, and it certainly is a good preparation for the art of design, but it does not conduce much to accurate work in detail. The same may perhaps be said of the free-arm chalk drawing, though there is no reason why this should not be accurate. Specimens of it I have seen however give the impression that a lower standard in this respect is accepted than for corresponding pencil work. I do not know whether the advocates of the free styles of drawing would admit that they are liable to this defect, or if they do, whether they have formulated any further course designed to correct it. It may very plausibly be argued that, train a child to

draw freely, and accuracy will come with practice.

So far, I have been speaking of methods of executing drawing, and the medium employed. There is another thing to be considered, and that I would call subject-matter. In describing new methods of drawing now winning their way to general approval it must not be forgotten that there has of late years been a good deal of change in people's ideas as to what children ought to draw. In the first place the notion that straight lines, arcs, and circles are the elements of form and therefore of drawing is in process of abandonment. It is ably argued by Mr. Ebenezer Cooke in one of the special Reports of the English Educational Department that the elements of drawing are to be found in oval forms, and curves forming parts of ovals, and experience does seem to show that such forms are most easily drawn by beginners. Perhaps, however, the tendency is rather to give up the idea of using the elements of form in elementary teaching as being abstractions or generalisations and therefore unfit for beginners with whom the psychological order must be followed rather than the logical.

Elementary drawing therefore is concerned from the first with simple combinations of lines rather than with isolated lines and as far as possible with combinations having a meaning.

I gather from the alternative syllabus of the English Education Department that in the later stages of drawing, the formation of patterns and repeats is the essential feature, but in these "the natural forms of plants and animals may be broadly treated as motives of ornament and employed to fill spaces used in decoration. For the purposes of such

designs large leaves and parts of plants may be drawn from in outline. Geometrical forms may be utilised, and regarded as the foundation for ornamental arrangements of natural objects, animals, plants and the like."

It will thus be seen, that the use of the forms of actual natural objects is a fundamental principle. They are, however, at first to be treated conventionally as, the basis of ornament. Work of this sort must be much more interesting than the production of the meaningless ornamental scrolls that so often are the subjects of free-hand copies.

It may be noted, that the representation of things as they actually are, hardly comes into the course. The power of drawing in a bold free style which it should create is afterwards to be turned to account in realistic drawing from the actual objects. Work of this kind seems to be regarded as hardly coming within the school course, but rather as belonging to special art training.

I now propose to enquire what, if any, of the newer European methods of drawing instruction can usefully be adopted in India.

It will, I think, be admitted, that bold and free drawing is not the result of the present system of instruction. We must all of us have seen the school boy at his laborious task of niggling a free-hand pattern into something like the appearance of real free-hand work. He begins of course with his guide lines then his outline carefully framed as the result of innumerable trial scratches and at last paints in with a series of short strokes of the pencil the lines that ought to flow from it in long unbroken curves. Some of the hesitating timidity of the process is perhaps racial, something is due to thrift which forbids the risk of spoiling the paper but the greater part comes of the boy's never

having had any better method put before him. In view of this state of things we may perhaps conclude that black board, or at any rate free arm work, ought to be introduced in India. The difficulties are obvious. Actual black boards for the use of school children are impossible as both expensive and cumbersome. A prepared wall surface is wanted. It would not be very difficult to prepare the surface if only wall space were available. In some schools I fear this would not be the case, because the climate makes so many doors and windows desirable that any considerable length of continuous wall is rare. However I think that there must be many in which by a little contrivance sufficient wall surface might be found in rooms or verandas. In planning future school buildings, this need might well be kept in view. The best way of preparing walls for drawing seems that recommended by the Bengal Vernacular Education Report—the application of a mixture of Portland cement and Indian red in the proportion of about 6 to 1 inch weight. An American method is to colour the wall green and fix sheets of ground glass over this coloured space. This forms an excellent surface but is of course expensive. It may be noted that there is no necessity for the surface to be black. Any colour sufficiently dark to throw up the chalk marks will do and almost any colour is preferable to black for a portion of a school-room wall. Given the wall surface the question of chalk arises. Children ought undoubtedly to be supplied with the prepared chalk. It is impossible to do any satisfactory work with knobs of rough chalk, and the prepared chalk is so cheap as 7 a box containing 144 white sticks or only a little more than half-a-pie a stick coloured sticks cost about 1½ pies each, that it is as to

nishing that any one uses rough chalk at all.

Free arm drawing seated could be introduced in any well-furnished school even more easily. Any writing desk can be made to support the necessary vertical board and the other materials are very cheap. A set of coloured chalks in a box cost a penny in England and holders for the chalks less than a penny a piece. The roughest country-made brown paper can be used and is indeed fitter for the purpose than expensive drawing papers.

The materials for brush work are of course rather more expensive but a box of colours and brush need not cost more than six pence. I am not however inclined to insist much on brush work for India. It has been tried however in the Presidency Training School for Mistresses and perhaps elsewhere and is undoubtedly very pleasurable and useful work, but the new methods I would advocate for general adoption at present are free arm drawing and the use of coloured chalks.

If, however, it be admitted, that the introduction of methods tending to greater freedom of execution and more pleasurable in practice is not only desirable, but practicable, we have still to consider what is the best subject-matter.

As has been remarked drawing is taught in Europe and America principally with a view to design, where any end besides developing the powers of hand and eye and cultivating the sense of form and colour is in view. In so far as these are our objects we may be satisfied to follow in the lines laid down by the best Western courses of instruction.

In India, however, I think we should also have in view the more practical aspects of drawing. In addition to drawing teaching of the kind I have been describing, which

for distinction's sake I will call "artistic" I think very simple drawing of plans and elevations to scale should be introduced. The kind of facility this gives is of obvious practical utility and moreover it can be correlated with other subjects of the school course especially with Geography and Geometry.

At present the only drawing of a practical kind is copying maps. I venture to think that this occupation is a distinct waste of time. It is not drawing, because the forms produced have no regularity, and so far from teaching Geography, I believe it merely fixes in the child's mind a distorted idea of it. He learns to think of countries and continents as principally outline, which he has already been made ready enough to do by the insistence of the text-books on boundaries and of teachers on the finger being run all round the outline of any country, that a boy has to point to, on a map.

There are many ways in which map drawing may be made to help Geography but it must not be map copying. Boys may be required for instance to draw a map of a country from data supplied, or a map of their town from observation, or to extract from a large map certain particulars, such as the course of a river or the relation of a group of towns to one another. This sort of work cannot be done mechanically and does teach Geography. I also think that as much practice as possible whether in black board or free arm drawing, or later, in the present method, on paper—should be given in drawing from objects rather than from flat copies and as little use as may be should be made of the stereotyped models.

Time does not allow of my saying more on these points and I will pass on to another which has probably already occurred to you—Where are the teachers to come from?

We may hope that in time the School of Arts and the Training Colleges and Schools may supply a better class of drawing masters, but meanwhile I would urge teachers to make themselves their own drawing masters.

Most trained teachers already know the elements of drawing and I believe that a little common sense, energy and perseverance on their part would make them into very efficient drawing masters of the new school.

It is of course a great advantage to a drawing master to be himself an accomplished draughtsman, but it is not so absolutely necessary as may appear at first sight. A man may be able to direct and criticise children's drawing when they have reached a stage of execution far beyond his own, and if the choice had to be made I would prefer as drawing master a good all-round teacher with a sound grasp of pedagogic principles to ever so good a draughtsman who was a draughtsman and nothing else.

In advising teachers to try and fit themselves to be their own drawing masters I am not however merely theorising. Mr. Seth Coward was, I believe, the first school-master to take up the alternative syllabus of the English Education Department in which stress is laid on free arm drawing and brush work. He introduced these methods into the Alma Road School of the London School Board about six years ago, and says that his staff, of headmaster, and five assistants, although all trained and fully certificated, "although not originally selected with particular reference to qualifications for teaching drawing, is now, as a consequence of special study and organised work, much above the usual average in this respect." Mr. Coward has left the Alma Road School, but his successor told me when I visited it a few

months ago that the teachers had had practically to learn the new drawing methods as much as the pupils. So I think that what has been done there ought to be a decided encouragement to Indian teachers not to wait for the improvement of drawing teaching till a better class of special teachers arises, but to seek to make themselves efficient by study. If their boys feel that their teacher is learning along with them, so much the better. I may also remark that if teachers will use their black boards out of school hours for the practice of free arm drawing they will find the exercise as pleasant in action as it will be useful in result. One more hint—let them get their managers to subscribe to the *Practical Teacher's Art Supplement*, and they will get every month a number of new drawing copies and plenty of suggestions for work at very small cost. So much for the teaching of drawing to which I have felt justified in devoting so large a part of my time, because it is the official recognition of the claims of aesthetics to a place in education.

As I did not begin with any platitudes about the ennobling influence of art, I should be within my right in concluding with some. I waive it, however, partly not to bore you, and partly because I doubt whether art has any such influence.

Plato thought that living in beautiful surroundings beautified the soul. Experience hardly bears him out. I never heard that the inhabitants of the lovely Riviera and the beautiful Bay of Naples were remarkable for the austerity of their morals or that the citizens of Paris, rich as it is in architectural beauty, and treasures of art were less criminal or less vicious than people elsewhere. Artists are not as a class more virtuous than other people and there is record of one of them

whose exquisite taste and unrivalled power of execution did not prevent him from committing a cold-blooded cowardly murder. It would seem then that whatever connection there may be between beauty and art and morals, it is not a very direct one and that Plato's notion is founded on false analogy.

If we want reasons for increasing the amount, and improving the quality of drawing teaching in schools, we may I think find them in the principle that education should aim at equal development of all the powers of both mind and body, and in the facts that the power of drawing is an added means of expressing ideas, and a source of pleasure both in execution and appreciation.

J. H. STONE.

SCIENCE IN THE HIGH SCHOOL CURRICULUM.

In response to a request from the council of the Madras Teachers' Guild I have undertaken to bring before this Conference the question of science teaching in schools. Like the other questions for discussion at this Conference this question also has sprung from the recommendations of the Universities Commission. All my remarks shall centre more or less round the particular recommendation which bears on this question.

The recommendation I refer to is the first one under the heading "Science Courses" in the summary of recommendations. It runs thus: "Students should not be required to pass in science before entering on a University course." If this recommendation stood by itself without any explanatory remarks, I for one should not disapprove of it. I would on the other hand welcome it as a move in the right direction. In itself the recommendation contains actually nothing which would pre-

vent our schools from teaching science if they should choose to do so. Our schools might offer to our pupils a great many things which need not be submitted to the test of examination. Such in fact seems to have been the object of the Senate of the University of London in framing its new regulations for the Matriculation Examination. The new Matriculation differs from the old chiefly in the fact that the number of subjects has been reduced from six to five and that science which was formerly compulsory has been made optional. In a recent address Sir Arthur Rücker, Principal of the University of London, said: "The new Matriculation is deliberately framed so as to leave the master a wide latitude of choice. It must not be taken as indicating that in the opinion of the University a school curriculum should embrace five subjects only, or that any of the permitted combinations of five subjects are in ordinary cases equally suitable." The recommendation above referred to would by itself leave us free to interpret in an analogous way the object of the Commission in not requiring from our Matriculates a pass in science.

But we are disillusionised by the explanatory remarks we find in the body of the report with regard to this recommendation. These remarks seem to imply that the teaching of elementary science in our schools is almost an impossibility. Nay, they contain certain allegations which we ought not to let pass unchallenged. We are told that the teachers of our schools are not efficient enough to teach elementary science, that our schools are very ill-equipped in respect of apparatus, and that the science work of Matriculation classes has been so unsatisfactory that our University has been compelled to combine science with history and geography. We shall

consider each of these allegations one after another.

Is it true that the science work of our schools is in inefficient hands? I should have accepted this statement—even then only with some reservation—had it been made some fifteen or twenty years ago. Then the teaching of science was generally entrusted to the teachers of mathematics. But at the present day the teachers of science even in the poorest schools are specialists, they are graduates in science. It may be true that the training of our science graduates is not of the very best kind. It may be that in some of our colleges the teaching of science is no better than what Clerk Maxwell humorously described as “the radiation of science,” as “a crystalline condition of an association for the advancement of knowledge where the members sit in rows while science flows in an uninterrupted stream from a source which we take as the origin.” It might even be worse in institutions where most experiments are shown with chalk on the blackboard and the students are drilled to be mere writing machines. Yet withal there is in our science courses for the B.A. enough intellectual discipline and acquisition of positive knowledge which should enable our science graduates to prove capable teachers of elementary science in our high schools.

If the opinion of the Commissioners with respect to the teaching staff be not just, is their judgment about equipment as regards apparatus any the better? To me the ideas of the Commissioners concerning the apparatus needed to teach elementary science in our schools appear very extraordinary. If we are not fettered by the Educational Rules or bound down to any prescribed text-book, I believe we can meet all the demands of our high-school science and more with an initial

outlay not exceeding a hundred rupees and an annual expenditure of five to ten rupees. A high school not able to spend so much does not deserve to exist. Further from a somewhat varied experience in the college classes for a period of nearly fifteen years I am able to say that it does not need enormous sums, as some people imagine, to fit up laboratories even for the B.A. and M.A. standards. My experience is not unique, and it is corroborated by two such great physicists as Professor G. Quincke of Heidelberg and Professor G. H. Darwin of Cambridge. Says the latter: “People are nowadays too apt to think that science can only be carried to perfection with elaborate appliances, and yet it is the fact that many of the finest experiments have been made with cardboard, cork and sealingwax. The principal reason for elaborate appliances in the laboratories of Universities is that a teacher could not deal with a large number of students if he had to show each of them how to make and set up his apparatus, and a student would not be able to go through a large field of study if he had to spend great days in preparation. Great laboratories have, indeed, a rather serious defect in that they tend to make all but the very best students helpless, and thus to dwarf their powers of resource and inventiveness. The mass of scientific work is undoubtedly enormously increased by these institutions but the number of really great investigators seems to remain almost unaffected by them. But I must not convey the impression that in my opinion great laboratories are not useful. It is obvious indeed that without them science could not be taught to large numbers of students, and, besides, there are many investigations in which every possible refinement of apparatus is necessary. But I do say that

the number of great investigators is but little increased by laboratories and that those who are interested in science, but yet have not access to laboratories, should not give up their study in despair.”

Now as to the third allegation. Is it true that our University has been forced to combine science with history and geography because the science work of our schools has been found unsatisfactory? With a little more care and investigation the Commissioners should have found the reason of the change elsewhere. The return to the old rule has been necessitated not so much by the unsatisfactory science teaching of our schools as by the unsatisfactory manner in which the examinations in science for Matriculation have been conducted in recent years. A careful study of the science papers of our Matriculation examination for the last seven years would easily prove how fluctuating the standard has been. I have seen in the papers of certain years questions for which the candidates for the M.A. examination in science could not readily give answers. Further from my experience as an examiner I can tell you that some of the answers you get from Matriculation candidates are up to the B.A. standard. I pity these poor young men for the enormous labour they have spent in learning things which in their very nature they could not understand. It is no wonder that our girls who have been taught nothing, possess sounder powers of judgment than our boys, in whose minds matter has been heaped upon matter without allowing the smallest time for digestion and assimilation. What our boys have been made to acquire through the eccentricities and vagaries of examiners, not to speak of the crudities and oddities of money grabbing book-makers, is a mere web

of words and phrases too weak to furnish any basis for future development, but sufficiently complicated to produce confusion. How our expert Commissioners missed this side of the question surpasses my comprehension.

I ought not to pass from this part of my subject without a word of comment on the opinion of the Commissioners as to the aim of science teaching in our high schools. In recommending the deferment of science studies until after Matriculation, they point out that one of the advantages would be a more thorough inculcation of the methods of exact science. This would naturally imply that the object of teaching science in our schools was partly to inculcate the methods of exact science. I must demur to this view. If such were really the case, we should very easily attain our object. What sciences can be more exact than the mathematical sciences we are teaching in our schools? It is generally the accepted view at the present day that between the methods of mathematics and the physical sciences there is no essential fundamental difference. Whether we notice that the sides and angles of a triangle are connected in a definite way, that an equilateral triangle possesses certain definite properties of symmetry, or whether we notice the deflection of a magnetic needle by an electric current, or the dissolution of zinc in dilute sulphuric acid, we proceed indiscriminately from observations, from individual acts of immediate intuitive knowledge. Only the field of observation is more restricted and lies closer at hand in mathematics, while it is more varied and broader, but more difficult to compass in the physical sciences: the essential thing, however, is to learn to make observations in all these fields. If really there is no essential difference between the methods of mathe-

matics and those of the physical sciences, then the aim of teaching them cannot be very different. But has it ever been said that the aim of teaching mathematics in our schools is to inculcate the methods of exact science? It is exceedingly strange that a committee of experts should have pronounced such an opinion.

What then is the aim of teaching the mathematical and physical sciences in our schools? The answer is not difficult to find. In this audience I shall meet with no contradiction when I say that all education is a preparation for life, a training of the juniors of a generation by its seniors with a view to make them intelligent participators in the civilization of their time. What is the keynote of modern civilization? What is its chief characteristic? It is the enlightenment that has come from the great mathematical and physical researches of the last two centuries, and which has permeated not only the practical arts and industries, but is also gradually penetrating into all fields of thought, including philosophy, history, sociology and even linguistics. If you assent to this, you will find no difficulty in agreeing with me when I say that without at least an elementary mathematical and scientific education a man remains a total stranger in the world in which he lives, a stranger to the civilization that bears him. Whatever he meets in nature or in the industrial world, either does not appeal to him at all, from his having neither eye nor ear for it, or it speaks to him in a totally unintelligible language.

A real understanding of the world and its civilization is not the only result of a study of mathematics and the physical sciences. More important for the high school is the formal training which comes from these sciences, the

strengthening of the reason and the power of judgment, and the exercise of the imagination. While logical sequence and continuity of ideas, so necessary for fruitful thought, are pre-eminently the results of mathematical studies, the ability to follow facts with thoughts, that is, to observe or collect experiences, is chiefly developed by the physical sciences. Further a proper study of mathematics and the physical sciences serves as the best counterpoise to a too exclusively literary training. A too exclusively literary training in the earlier stages often unfits men for scientific studies at a later stage. Says Helmholtz, "How often has it happened to me that I try to explain to a man whose training has all been literary a relatively simple proposition from physical science and I find by experience that he does not at all understand me. I have indeed no starting point for him, and it is not merely ignorance of the subject but he has not learnt to recognise facts as such in all their trustworthiness and therewith to reckon. He knows not even the difference between insight into causes, on which every real explanation depends and mere word juggling." I may now surely count upon your assent if I say that mathematics and the physical sciences even pursued alone as a means of instruction can yield a richer education in matter and form, a more general education, an education better adapted to the needs and spirit of the time than a mere study of languages, grammars and lexicons would yield.

But how shall we realise these ideas in the curricula of our high schools? In dealing with this question let us in the first place remember that the aim of teaching science in the school is not to produce little mathematicians, physicists or naturalists. There is indeed no possibility of achieving such a

result. I believe therefore that the amount of matter actually necessary for a useful education, such as should be offered to all the pupils of a high school, is very small. Moreover if our young men are not to enter the Universities with blunted and impoverished minds, if they are not to leave in the school their vital energies which they ought to gather there, we ought not to overburden their heads. Again it is not at all necessary that the little science taught in our schools should be put to the test of examination. As the aim here is not so much the accumulation of positive knowledge as the disciplining of the mind, examination tests are of little value. Nor is the kind of science which can serve as a counterpoise to a too exclusively literary education that in which proficiency can be tested by examination. Further if the gain is to be distinctly real and permanent we ought to adopt more natural methods of teaching. We should not spoil the minds of young students by premature abstraction, but they should be made acquainted with their material from living pictures of it before they are made to work with it by purely ratiocinative methods. For example, our young students should be made to acquire a good stock of geometrical experience from geometrical drawing, paper folding and the practical construction of models instead of following the unfruitful method of Euclid. Similarly the subject-matter of the natural sciences should be made familiar by pictures and experiments before a deeper and reasoned grasp of these subjects is attempted.

But now it may be asked how better methods of teaching the mathematical and physical sciences can be combined with the diminution of the subject-matter of instruction. My answer is by abandoning system-

atic instruction altogether. As man is man's first concern, though not his sole concern, we may first of all give the youngest pupils of our high schools a few lessons in human physiology without burdening their heads with all its details. After they have advanced a little they may have a few lessons in zoology, botany and astronomy with a view to make them take a real and lively interest in the study of geography which is in fact the connecting link between natural science and mental science. The student who has studied a little zoology, botany or astronomy, under the guidance of a suitable teacher finds on all hands, not in different things, but known or unknown things, by which he is stimulated and his gain thereby becomes permanent. When some more progress has been made the pupils may be brought into direct contact with a few physical discoveries and be made to pursue these to their ultimate logical consequences. The instruction here should be mainly associated with an appropriate selection of readings from the works of such great physicists as Archimedes, Galileo, Huygens, Newton, &c. Their contents should be discussed with the students and the original simple experiments performed with them. In this way a few powerful and lucid ideas would take root in their minds and receive thorough elaboration. This accomplished, our youth would surely make a different showing from what they do to-day.

P. LAKSHMI NARAYAN.

OUR UNIVERSITIES AND HIGHER COMMERCIAL EDUCATION.*

I feel extremely thankful to the Directors of the Sassoon Mechanics' Institute, for the honour they have done me in inviting me to deliver an address to-night. I am doubly thankful to them for their having allowed me to address you on a subject which has engaged my attention since the conclusion of the labours of Lord Ripon's Education Commission. When in 1886 I was called upon to organize and work the first Indian Commercial School in connection with Pachaiyappa's College, Madras, the advocates of commercial education had to contend with difficulties of various kinds, as commercial education had not then been recognized as a portion of Technical Education. Technical education was then taken to be neither more nor less than Industrial Education. It was then thought that the only useful work which could be done by a commercial school was to teach its students to write a good hand and make the simpler arithmetical calculations with rapidity and accuracy. In the course of 5 or 6 years, the commercial schools of Madras were able to convince the public that they could teach their students much more than this and that they could turn out young men qualified for work in the Correspondence and Accounts Departments of mercantile houses. The commercial schools of Madras and Bombay have already proved their ability to turn out Accountants and Auditors, Shorthand Writers and Reporters, Banking, Shipping, and Insurance clerks, qualified to enter upon their duties without a period of ap-

* A lecture delivered at the Sassoon Mechanic's Institute, Bombay, on Tuesday, the 27th January 1903, by K. Subramani Aiyar, B.A., L.T., A.S.A.A., Principal of the Byramjee Jeejeebhoy College of Commerce, Bombay.

prenticeship. The utility of the schools engaged in imparting elementary and secondary commercial education is now so readily acknowledged on all hands that a further development of such schools may be considered to be well assured.

HIGHER OBJECT IN VIEW.

But commercial education will not deserve the attention which is claimed for it, if commercial institutions are merely intended to divert young men from one kind of quill-driving to another kind of quill-driving—from clerkships in Government offices to clerkships in mercantile offices. The advocates of commercial education have always had a much higher object in view than inducing a few young men to enter mercantile service. Commercial education cannot be deemed to be a portion of technical education unless the training imparted enables our young men—the brightest of our youths—to become traders, merchants, and bankers. It is the object of higher commercial education to enable our youths to make themselves and their country rich by becoming import and export merchants. In this commercial capital of India it is needless for me to enlarge upon the honourable and lucrative nature of a merchant's career. Let our young men look about and enquire who are our richest men in this city or in this continent of India, who again are the millionaires of Europe and America, and to whom we owe our largest charities. They will find that in nearly every case our richest men and our greatest benefactors have been our merchants.

INTERDEPENDENCE OF COMMERCE AND INDUSTRY.

The lawyer enriches himself at the expense of his clients; the doctor enriches himself at

the expense of his patients, though he gives them in return health which, it is true, is an essential requisite for the acquisition of wealth. *The salaried official enriches neither himself nor his country.* The producer and the manufacturer enrich themselves as well as their country. The merchant enables the manufacturer to find a market for his manufactured commodities, enriches himself and the manufacturer, stimulates production, and thus enriches his country. Neither the manufacturer nor the merchant can prove a success unless and until they both co-operate. Markets for commodities are as great a necessity for the producer as fields of production are a necessity for the continued existence of a market. The manufacturer's occupation will be gone the moment he ceases to be a merchant, or the moment he ceases to co-operate with a merchant. In the words of a well-known writer "Without Commerce, Industry must be intermittent."

The interdependence of commerce and industry is so real and obvious that it is difficult to realize why, in the past and to some extent even now, commercial education has not been recognized to be an integral and important portion of technical education. It is readily recognized that preliminary training is necessary for a young man who desires to become a mechanical or electrical engineer, a manufacturer of glass or pottery, a spinner or a weaver, while it is thought that buying and selling are sufficiently simple operations in which any young man born of a wealthy father may readily engage himself.

MERCHANTS' COLLEGES IN EUROPE AND AMERICA.

The industrial and commercial schools of America and Germany have enabled Americans and Germans to dispute the commercial supremacy of the British Isles. This is now

so well recognized in England that serious attempts are being made to develop an organized system of commercial education. Such an eminent statesman as the leader of the House of Commons, the Right Honourable Arthur J. Balfour, recently remarked "It is strange that we who are thus concerned with this universal commerce should be a nation that has lagged behind all the great nations in the world not merely in commercial education, which is a portion of technical education, but also in many of the wider and more important aspects of national education."

In the words of Sir William Preece, K.C.B., "The Americans and the Germans are ousting the British out of their markets not so much by any superiority in the quality of their goods, but by their superior knowledge of the demands of the markets, by the establishment of new markets, by better direct communication with foreign countries, by superior methods and business ways, by establishing regular intelligence departments, and above all by possessing and exercising superior commercial knowledge." If Europe and America with their accumulated experience and prestige consider it necessary to make commerce a subject of serious study if such leading commercial countries as England and America, Japan and Germany, consider higher commercial education necessary for the advancement of their commerce, how much more essential must it be to organize commercial colleges in this vast continent of India so bountifully endowed by Nature but so little exploited by us. We are so thankful to the Almighty for having made our country so rich in natural resources that we do not care to teach our young men what India is capable of achieving in the world of Industry and Commerce.

WANT OF CAPITAL ONLY A PRETEXT.

It is often argued that commercial colleges cannot produce merchants as the majority of our students are too poor to be in a position to start a business. It is forgotten or ignored that the success of a merchant depends more upon his business knowledge and capacity than upon his command of capital. In the words of Mr. Andrew Carnegie, the multi-millionaire, "The millionaires who are in active control started as poor boys and were trained in that sternest but most efficient of all schools—Poverty. In the mercantile, commercial, and financial departments it is the poor office-boy who proves to be the Merchant Prince in disguise. Capitalists trust the saving young man. For every 100 Dollars you can produce as the result of hard-won savings, Midas will lend or credit a thousand; for every thousand, fifty thousand. It is the first one-hundred Dollars saved, which tell." Mr. Carnegie goes on to say "It is a great mistake for young men to say to themselves 'Oh, we cannot enter into business.' If any of you have saved as much as a hundred Dollars, I do not know any branch of business into which you cannot plunge at once. Capital is not requisite. Family influence passes for nothing. Real ability, the capacity for doing things, never was so eagerly searched for as now, and never commanded such rewards. It is the fashion to pity the young man who is not born with a silver spoon in his mouth; but I heartily subscribe to President Garfield's doctrine that the richest heritage a man can be born to is poverty. I would almost as soon give a young man a curse as burden him with the Almighty Dollar."

Professor Marshall, the great modern writer on economics, has for years advocated the institution of University Degrees in Economics

and Commerce. According to that economist, the chief difficulty in starting a business is not, as alleged, the want of capital, but the absence of "Personal Capital;" i.e., the absence of business ability and knowledge. To quote Prof. Marshall, "Bankers have no class prejudices and care nothing for social distinction; they would promptly lend to any one, of whose business ability and honesty they were convinced." "The son of a man already established in business," says Mr. Marshall, "starts with so many advantages that we might expect business men to constitute a sort of caste, dividing among their sons the chief posts of command, and founding hereditary dynasties, which ruled certain branches of trade for many generations together. But it is not so."

BUSINESS EDUCATION THE REAL WANT.

If the merchant's profession is so lucrative, and if poor boys with little or no capital can become successful merchants with business ability and enterprise, how is it that we find nearly no University graduates among our merchant princes or merchants? To quote again Mr. Andrew Carnegie, "College education, as it exists, seems almost fatal to success in the business world; the college student spends his time in learning a little about the barbarous and petty squabbles of a far distant past or trying to master languages which are dead, such knowledge as seems adapted for life upon some other planet than this, as far as business affairs are concerned. The education given to-day in our colleges is a positive disadvantage, except for the few."

CONTEMPT FOR BREAD-WINNING PURSUITS.

It is sometimes argued by University authorities that our Universities ought to have nothing to do with bread-winning pur-

suits like commerce. University Senators often pat commercial education on the back, express the profoundest sympathy for commercial education, and declare that commercial education ought to be encouraged by every possible means. But when it comes to a question of instituting University examinations in commerce, they shrug their shoulders and fight shy of University degrees in commerce. It is not the business of a University, they say, to enable a man to earn his bread. Mental culture is, I admit, one of the fundamental objects of University education. But to plead that culture should be the only object of University education and that University training ought not to be calculated to enable graduates to earn their livelihood, is to ignore the past history of Universities, Indian and Foreign. Are not the legal, medical, and engineering professions bread-winning pursuits and do our young men take degrees in Law, Medicine, and Engineering merely to pay their homage to the Goddess of Learning? And do they, when they begin to practise their profession charge no fees to their clients? Or when they do charge fees, do they charge just enough to keep their body and soul together? The fact is, to quote an eminent writer, "The Philosophy that affects to teach us a contempt of money, does not run very deep." "So manifold are the bearings of money upon the lives and character of mankind that an insight which should search out the life of a man in his pecuniary relations would penetrate into almost every cranny of his nature. A right measure and manner of getting, saving, spending, giving, taking, lending, borrowing, and bequeathing would almost argue a perfect man."

UNIVERSITIES AND PROFESSIONAL STUDIES.

As Sir Phillip Magnus has well put it,

"The function of a University is to liberalize all kinds of professional studies, medicine, law, theology, engineering, commerce, and education itself and to suggest courses of study leading to a University degree in the branches of knowledge cognate to different professional careers and to encourage learning and original investigation in any of the subjects of study included in such courses. It is only a one-sided view of the duties of a University which could ever have suggested that the purpose of a University is "to teach useless knowledge." The Universities have been in the past, and are now, largely schools for professional training. The love of knowledge for its own sake, which it is the highest aim of every teacher to stimulate, is not excited, but rather deadened, by divorcing science from its application; and it is in the quest of knowledge to serve some special end that the highest truths of science have often been revealed and the pleasure of the search and discovery has received its supreme satisfaction."

CULTURAL VALUE OF THE STUDY OF COMMERCE.

A more thoughtful objection, the only objection that deserves an answer, is sometimes raised to the institution of a University Degree in Commerce; viz., that the study of commerce will have a narrowing influence on the minds of University students and will not tend to produce that mental culture which ought to characterise every course of University studies. It behoves the advocates of higher commercial education to prove that commerce is a science, the study of which will discipline the intellect as much as any other science. Nay, it is on this very ground that we plead for the recognition of commerce by the University as we fear that, without University recognition, higher

commercial education will very likely be divorced from general culture.

That great historian of the American Commonwealth, and of the Holy Roman Empire, the Right Honourable James Bryce, M.P., remarks, "I have felt for many years, and I have taken many occasions of urging, that Modern Commerce, whether it be regarded as an exchange of commodities or be studied from the side of production, or the side of finance, has now become a subject which ought to receive full University recognition. It is a subject which is quite worthy of being treated in a philosophical and scientific way and of having a place in the curricula of all our Universities."

The cultured leader of the House of Commons, the Right Honourable A. J. Balfour says, "Do not let it be supposed for one moment that the commercial developments, the great phenomena of trade, of the production and distribution of wealth, of taxation, of commerce, of all the great national and international facts which come under the study of the scientific political economist, do not in themselves furnish ample materials for as wide a culture as any other of the great sciences. I should be the first to assert that in the marvellous and complicated phenomena of modern commerce, production and manufacture, there is ample scope for the most scientific or the most critical intelligence, for the largest consideration and generalization from the complicated facts in the concrete life of commercial communities."

UNIVERSITY RECOGNITION OF THE STUDY OF COMMERCE.

If Universities do not organize a suitable course of studies in commerce, there is a two-fold danger to be guarded against. First with an increasing recognition of the honourable

and lucrative nature of a merchant's career, bright young men may gradually give up University courses of studies and join institutions which will prepare them for the profession which they seek to enter. Secondly, the training imparted in a Commercial college, which is not under University control, will, in endeavouring to make its instruction practical, pay less attention to mental culture, and the consequence will be that a number of young men will be sent out into the world, who may succeed in business but will have no claim to rank as men of culture.

Mr. Haldane referring to the Scotch Universities, says: "Their students are falling off, and why? Because the young men of our Scotch middle classes are turning their minds to careers in commerce at home and abroad, and their native Universities offer them but little opportunity for special training."

The Right Honourable Joseph Chamberlain, the Colonial Secretary, says: "I would like to see the time in this country when no man should have a chance for any occupation of the better kind either in our factories or workshops or in the counting house, who could not show in the course of his University career that he had deserved the position that was offered to him. The greatness of a nation is made by its great men. It is those whom we want to educate."

ARE OUR UNIVERSITIES NEVER TO PRODUCE MERCHANT-PRINCES?

I hope, and earnestly pray, that our Universities will rise to the occasion and do their best to organize courses of study in every branch of learning which British and American Universities have considered it proper to recognize. I hope our own local University will so alter its regulations as to enable the

future graduates of this University to monopolize the highest positions in every walk of life, not only in Government service and in the so-called learned professions, but also in the world of business. Our University is justly proud of the very high positions to which its alumni have risen in the past. Our University has certainly more than justified its incorporation by producing a Ranade, a Telang, a Sayani, a Phirozeshah Mehta, a Chandavarkar, a Bahadurjee, and a host of other distinguished alumni. But why, I say, should a Jamsetjee Tata slip out of the hands of our University? If suitable courses of studies be organized by our Universities, no Indian of capacity, no Indian capable of reaching the highest positions in life would forego a University course that will fit him for the career he proposes to follow; and our University would in the future be able to point with pride to the fact that no Indian of eminence in any walk of life could be found outside the roll of University graduates.

COMMERCE—A SCIENTIFIC STUDY.

If higher commercial education is imparted in institutions, not affiliated to the University, there is the danger, as already remarked, of mental culture being neglected and of the subject being treated solely from the utilitarian point of view. In the words of the Right Honourable A. J. Balfour, "But if Commerce is to be treated from that point of view, from that higher and wider point of view—as an object of scientific study—I am sure you will all agree with me in saying that it must not be approached simply in the spirit of those who desire to obtain a mastery of one particular instrument, one particular language, or one particular form of knowledge, but must be approached, as all know-

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ledge worthy the name should be approached, in the broader spirit of impartial, scientific investigation." To quote again Mr. Andrew Carnegie, the millionaire who began life as an office-boy and recently retired with 60 crores of rupees, "Let no man underrate the advantage of education; only it must be education adapted to the end in view and must give instruction bearing upon a man's career, if he is to make his way to fortune. Unless the young University man employs his time to the very best advantage, in acquiring knowledge upon the pursuit which he is to make the chief business of his life, he will enter business at a disadvantage with younger men who enter in their teens, although lacking in University education. That the graduate should, in after-life, possess views broader than the ordinary business man, deprived of University education, is certain; and, of course, the race in life is to those whose record is best at the end; the beginning is forgotten and is of no moment. He has more education, and education will always tell, the other qualities being equal."

A BRITISH AND AMERICAN DEGREES IN COMMERCE.

It is on these grounds that American Universities have one after another, during the past few years, instituted degrees in commerce, notwithstanding the fact that business colleges have been in existence in America for the past 50 years. Degrees in commerce are now awarded by the Universities of Pennsylvania, Chicago, California, New York, South Dakota, and Toronto. The Universities of London and Birmingham have likewise instituted faculties of commerce and award degrees in commerce, and, in the near future, we may expect the establishment of Faculties of Commerce in other British Universities. The Royal Commis-

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sion on University Education in Ireland has, for nearly a year, been taking evidence as to what Irish Universities can do for the study of Commercial Science. If the merchants, the bankers, the educationists, and the cultured statesmen of England and America have considered commerce deserving of full University recognition, our Indian Universities must consider it an honour and privilege to follow in the wake of these Foreign Universities led by such great intellects.

MERCANTILE OPINION.

The institution of University degrees in commerce has been advocated not only by educationists and statesmen, but also by such recognized exponents of mercantile opinion as the American Bankers' Association, the London Chamber of Commerce, and the Incorporated Accountants' Journal of London. It was only the other day that the leading business men of Manchester held a meeting to secure the establishment of a Faculty of Commerce in the University of Manchester, and this, notwithstanding the fact that Faculties of Commerce have been instituted in the Universities of Birmingham and London. Is the Manchester of India, not to follow the example of the Manchester University in this matter of higher commercial education and this, though we have no degrees in commerce awarded anywhere in India. Talking of Manchester, I am reminded of an incident which occurred a few days ago and which illustrates the importance attached to Geography by our local University. One of the topmost boys of an admittedly very efficient high-school in Bombay was unable to explain why Bombay should be called the Manchester of India; nor, for the matter of that, did he know what manufacture Manchester or Bombay was known for. The fact is that Geography is one of the most

neglected subjects in our high-schools and is often taught just enough to create in the student a permanent dislike for that subject. In the words of the eminent historian Mr. J. Bryce, "Examiners in Geography are by no means abreast of the day in the kind of questions they often put, and it would be a great stimulus to teachers of Geography if they were to find that examinations turned more frequently upon the intelligence of the pupil and upon his mastery of the relation of facts to one another rather than upon the answering of questions for which he must trust to his memory alone. I am, therefore, glad to see there is a movement for the education of our examiners in Geography."

H. E. LORD NORTHCOTE'S ADVOCACY.

Our presidency is now particularly fortunate in having at its head such a far-seeing, and sympathetic statesman as His Excellency Lord Northcote. His Excellency is such a warm advocate of higher commercial education, and has obviously made such a careful study of the subject, as to enable His Excellency to discuss and criticise, not only like a statesman, but also like an expert educationist, the details of schemes of studies drawn up for a University course in commerce.

About two years ago, His Excellency Lord Northcote urged that Commerce should be as thoroughly taught and honoured a study as any other of those other branches of learning which an Indian University delights to honour and added that the high literary reputation of the University of Bombay would in no way be diminished by increased recognition on its part of proficiency in scientific, agricultural and commercial studies. His Excellency wished this University, as the highest educational authority in this presidency, not to be backward in recognizing the growing practical importance of those branches of learning.

INCONSISTENCIES IN THE REPORT OF THE INDIAN UNIVERSITIES COMMISSION.

The learned Commissioners appointed last year to inquire into the working of Indian Universities agree in thinking that there is a great and growing demand for good commercial instruction and that the study of commercial subjects should be fostered as far as possible both by the Universities and by Government. The Commissioners admit that degrees in commerce are granted by certain English and American Universities. They however add "the question of granting degrees in commerce is a novel one, and we should prefer not to raise it at present." It is rather difficult to understand the force of this objection. How can the question be called a novel one when other Universities have instituted such degrees? Is it a novel question, because our University does not grant a degree in commerce? We never ask for what we have already got; we should never have asked the Commissioners to recommend the institution of such degrees, if our Universities had already established Faculties of Commerce. In the next place, we should have expected the Commissioners to discuss the question in full, even merely on the ground of its being a novel proposal; we find, however, that they prefer not to discuss the question at all. All the same, even this negative attitude of the Commission is a great gain to the cause of higher commercial education.

Elsewhere the University Commissioners recommend that our Universities should encourage commercial education by taking part in the examinations of the London Chamber of Commerce, or those to be instituted by the Bengal Government or in other ways. No one can take part in an examination except as an examiner, an examinee, or a supervisor, or as the organiser of the examination scheme.

Our Universities are certainly not going to be examined in commerce; nor will they become examiners to the London Chamber of Commerce. Is our University to supervise the examinations of the London Chamber of Commerce, receive question papers from London, submit answer books to the London examiners for valuation, publish the results, and distribute the London certificates? Surely the services of such a learned body as the University Senate are not required for such clerical work. The only way in which our University can, with dignity and usefulness, encourage commercial education is by prescribing courses of studies in commerce and instituting and conducting University examinations in commerce. One would think that this is exactly what the University Commissioners mean by their recommendation. But here is another surprise for us. Elsewhere the Commissioners remark, "It is premature to consider whether the Universities should institute Faculties of Commerce or hold examinations in Commercial Subjects." But these surprising inconsistencies and contradictions only show that the Commissioners are heartily in sympathy with the advocates of University degrees in commerce, though they do not at present see their way to make a definite recommendation.

SCOPE AND EXTENT OF UNIVERSITY COURSES IN COMMERCE.

It will take a Matriculate full four years to qualify for the Bachelor's degree in commerce. The scope and extent of education that a young man would have received at College by the time he takes the Bachelor's degree in commerce would be neither more or less than the training received by the Bachelor of Arts, the Bachelor of Science, the Bachelor of Engineering, the Bachelor of Medicine, or the Bachelor of Laws. The scientific study of commerce is so vast and

extended that there is ample scope for the institution of a Master's degree in commerce as there is in Arts, Law, Engineering, and Science. Just as it is possible for legal, medical, and engineering graduates occasionally to prove failures in life so it is equally possible that graduates in commerce may sometimes prove failures in life. If post-graduate studies are necessary in other branches of learning, such studies will be equally profitable and necessary in the case of graduates in commerce also.

I have already taxed your patience so long that I shall content myself with a mere enumeration of the subjects included under the head of commerce. I must reserve for another occasion an exposition of the scope and extent of each of these subjects of study. A sound knowledge of English, and of at least one Asiatic and one European modern language, will form an essential feature of the University course in commerce. Among other subjects will be commercial mathematics and accountancy, mercantile law and practice, the history, science, and practice of banking, currency, foreign exchanges, economic geography, the history of commerce, industry, and manufactures, economics, the theory and practice of statistics, railway problems, transport, public finance, and industrial development. To take even a bird's eye-view of any one of these portions of what may be called the science of business or commerce would take up more time than is now available, as the exposition of the scope of even one division of commerce will require a lecture all to itself.

Finally let me say that I only plead for a dispassionate consideration of the whole question, with a view to arriving at a judicious conclusion. Just as Lord Ripon's Education Commission brought about the establishment of commercial schools in India for the training

of mercantile clerks, I hope Lord Curzon's Universities Commission will bring about the institution of University degrees in commerce and the establishment of commercial colleges for training our future merchant-princes and captains of industry.

K. SUBRAMANI AIYAR.

EDUCATION IN THE CENTRAL PROVINCES 1901-02.

The Report on Public Instruction for 1901-1902 is a record of steady progress in all departments. Some very important educational measures, which will be referred to, mark the year under review, and thoroughness and stability characterise the work of education in the Central Provinces which if continued in the future as steadily as in 1901-02, will no doubt make the province compare favourably with the other Presidencies and Provinces ruled by the British Government. During the year the total number of scholars was 142,720, that is, 131,428 males, and 11,292 females. The figures show a slight decline as compared with those for 1896-97 when the total number of scholars was 149,507; the percentage of decrease is only 4.5, which is certainly inappreciable considering that since 1896-97 there has been a succession of two famine years. There was a satisfactory increase of public institutions from 2,524 to 2,563 or 1.5 per cent. The percentage of male scholars to male population of school-going age increased from 15.4 to 16.1 in British territory and in Feudatory states from 8.6 to 9.0; the increase in the percentage of female scholars both in British territory and in the Feudatory states was not so great being 1.2 to 1.3 and .6 to .7 respectively. This is no doubt attributable to the general backward state of female education in these Provinces especially in the Feudatories where the aboriginal tribes such as the Gonds,

Khonds, &c., are illiterate, subsisting solely by manual labour. The percentage of male and female scholars taken together to the total population of school-going age was 8.0 against 7.7 in 1896-97. Among the educational measures of the year, the chief was the revision of the curriculum for primary schools which was greatly needed; a special committee was appointed for the purpose in 1899 and they revised the curriculum so as to suit the requirements of the agricultural classes. But the most conspicuous feature of the year was the Educational Conference held at Simla which decided upon the introduction of various reforms and changes which are likely to be of permanent benefit to the public. So much is being said and written about University reform that the reading public are possibly almost tired of the subject, yet the matter is, like the poor, with us always, and the Educational Conference after years of careful enquiry and investigation have at last adopted certain amendments, chief among which are the revival of industrial education and the abolition of the Middle School and Upper and Lower Primary examinations. What the result of this action will be it is yet too soon to say but the future will decide it. The classification of pupils according to caste shows that there were 1,271 Europeans and Eurasians, 3,822 Native Christians, 19,408 Brahmans, 97,192 non-Brahmans, 10,114 Muhammadans, 57 Buddhists, 91 Parsees and 10,765 others, making a grand total of 142,720 scholars at the close of 1902. The general statistics of expenditure shows an increase of expenditure from Rs. 9,90,228 to Rs. 10,31,279 or 4.1 per cent. the increase occurring under "Local funds" and "Fees." In the native states there was an increase of expenditure from Rs. 62,582 to Rs. 79,693 which calls for no special remark.

With regard to collegiate education the

average cost of educating each pupil in British territory was 213.8 as against 166.42 at the beginning of the quinquennium, the increase being attributable partly to an increase in expenditure consequent upon increments in salaries of the staff and partly to a decline in the average number enrolled. Chapter III of the Report deals fully with the work performed by the controlling agencies and the state of the district councils and local boards, and gives the average attendance of pupils in the district schools. From the statistics of colleges given in Chapter IV, it is observed that the total strength was 282 as against 291 or a small decline of 9. The Jubbulpore College and the Hislop and Morris Colleges are the only Government institutions. The percentage of passes at the public examinations shows that the above institutions are in a state of high efficiency. From the Jubbulpore College 7 students passed the B.A. Examination and 24 the First Arts, out of 10 and 48 respectively presented. The Hislop College under the management of the Free Church Mission is also doing well; 8 students passed the B.A. and 17 the First Arts, as against 11 and 13 respectively in 1896-97. Hitherto the accommodation for the pupils has been insufficient, but this want has been met by a good hostel attached to the institution which is being managed well. Government has also placed a large plot of ground at the disposal of the college and this is being used as a place of recreation by the students. The Morris School which is another aided institution is progressing well under the care of the Hon'ble Mr. B. K. Bose, C.I.E., Secretary of the College Council; the passes from this school during the year reflect credit on the staff.

As regards secondary education, some

changes have been made by the establishment of a School Final Examination approved by the Government of India on the recommendation of the Education Conference. This examination follows the 6th class and has taken the place of the Matriculation which has now been dispensed with. The School Final Examination is to be of a more practical nature than the former Entrance Examination, embracing practical subjects such as would be of use to those students desirous of entering the service of Government instead of prosecuting further studies. It remains to be seen how far the innovation will produce good results. The High Schools in the Province increased from 16 to 21 and the pupils from 748 to 946; the Middle Schools also increased from 68 to 74 and the pupils from 5,988 to 6,889. It is evident from the details in the report, that the different English and Vernacular Schools in all the districts of the Province are being skilfully managed, the strength and average attendance being all that could be desired. Physical education which is the basis of moral and mental culture is receiving adequate attention in all the schools as proved by the Gymnasiums provided for the lads, the authorities apparently recognising the truth of "*Mens sana in corpore sano*." Considerable advancement is being made in primary education, but on account of unfavourable seasons, much progress has not yet been achieved. However it is gratifying to note that every attention is being paid to the improvement of the education of agriculturists who form the bulk of the population. Here again a review of the curriculum of studies has been made and several improvements effected where necessary. Instruction is given to the students outside in the open fields and they are taught various experiments in gardening, a method

which is of far more value than long study from books. School conferences are held frequently at which opportunity is taken by Inspectors to explain to the masters the art of teaching and lecturing on subjects of special value. In the primary department in British territory there were 1853 schools with 109,660 pupils and in the native states the figures were 270 and 13,671 respectively. In both there was an increase of expenditure from Rs. 3,06,339 to Rs. 3,53,159 and from Rs. 27,472 to Rs. 40,116 respectively in the last five years.

As a special measure to encourage the spread of education among the aboriginal races and low castes such as Dhers and Mahars, free admission is allowed into the ordinary vernacular schools, because separate schools for this class of people were opened but did not prove a success.

If any subject seems to call for a due recognition at the hands of Government, it is the necessity of having training schools for teachers, and this need is perhaps better explained by the growing feeling so manifest of late in the general improvement of scholars, which cannot be expected unless the teachers themselves are well-equipped and able to impart the requisite theoretical and practical education so much needed now by everybody. The training schools here show good progress there being 228 students under training at the close of the year. There are a few Normal Schools which provide for the instruction and training of a large number of Primary teachers. In addition to the Normal Schools there are 62 vernacular Middle Schools in which masters are trained and instructed.

This Province can boast that the existing provisions for the spread of technical education are most adequate, and this especially during

the last five years, for a number of industrial schools have been opened in which industries of various kinds such as carpentry, blacksmithery, tailoring, weaving and printing are taught. Mention is made in the Report in favourable terms of the American Episcopal Mission Orphanage of Narsingpur, which turns out work for the market and is thus repaid, so that it may be said to be self-supporting which is not the case with some industrial schools. The Jubbulpore Reformatory school, too, carries on a big industry, and it was a step in the right direction that the school was transferred to the Education Department from the hands of the Police. The law classes are two in number, viz., one attached to the Jubbulpore College and the other to the Morris College, Nagpur. Three candidates obtained success in the LL.B. Examination out of 13 presented in 1896-97, but in 1901-02 it is satisfactory to note that three candidates were presented and all passed. The Engineering School at Jubbulpore is doing good work in training men for Lower Subordinate appointments in the Public Works Department. More practical instruction is considered necessary for students and to effect this it is proposed to increase the course of study from 2 to 2½ years, the last six months being spent in actually working under an Executive Engineer. The normal agricultural classes are improved considerably by the system of Government scholarships tenable for the usual course of study, which enable the students to go through a practical course of training without much expense to themselves.

Female Education does not seem to be progressing in these Provinces in an appreciable degree, but of course every effort is being made to promote the cause as far as possible by means of Zenana Missions which maintain a number of schools wherein instruction is

imparted to a large number of women and girls. The Zenana Mission, Nagpur, Friends Mission, Hoshangabad, and the American Methodist Mission, Jubbulpore, have a good record of work in the Report.

The Text-Book Committee has done good work during the year, there being a Central Text-Book Committee and three sub-committees.

On the whole the Report for 1901-92 leaves nothing to be desired, but of course the year was remarkable for several changes in the curriculum of the public examinations, which it is to be hoped, will be productive of good.

EDUCATION IN BENGAL.

QUINQUENNIAL PROGRESS REPORT.

THE following Resolution of the Bengal Government on the Review of Education in Bengal from the year 1897-98 to the year 1901-1902, with which is incorporated the Annual Report for 1901-1902, is published in the *Calcutta Gazette* :—

The Report covers the period of five years from 1897-98 to 1901-1902 and follows the lines of the Third Quinquennial Review of Education in India written by Mr. J. S. Cotton in 1898.

It is submitted by Mr. A. Pedler, F.R.S., C.I.E., Director of Public Instruction, who was in charge of the Department for seven months of the year 1901-02, his place being filled, during two periods of deputation to the Educational Conference at Simla and to the University Commission, by Mr. J. S. Slater. The Report was due to Government on the 1st October, but a complete copy did not reach the Secretariat till the 10th November, the delay being due partly to unusual pressure of work in the Press and partly to unapunctual submission of the Report of the Inspector of European Schools.

The most prominent features in the history of education in Bengal during the quinquennium, as depicted in this Report, are the falling-off in the number of primary schools and pupils; the development of secondary education; the lamentably

small progress made in female education; the continued backwardness of the Mahomedan population as compared with the Hindus; the increasing literacy among converts to Christianity; the revision of the system of vernacular education which was sanctioned in this Government's Resolution of the 1st January 1901; the development of the scheme of training schools with the establishment of the Kurseong Victoria School; the development, especially in Calcutta, of the system of hostels or boarding-houses for students, and the re-examination from the bottom of principles and methods of education which was initiated with the Education Conference held at Simla in 1901 and with the labours of the University Commission which began in 1902. Some of these matters will be noticed in this Resolution.

General Statistics of Institutions and Pupils.—The decrease in the number of primary schools and pupils, which greatly outnumbers the increase obtained in the secondary schools, has been more or less continuous since the year 1896-97. There is a decrease in the number of schools, though not in the number of pupils, reported in 1892-93. This decrease has been the subject of inquiry under the orders of Government. The Director considers that the loss is nominal rather than real, and that it is due for the most part to elimination of weak and ephemeral schools from the returns; but he also thinks that there has been some real decrease of schools and pupils in recent years, owing to financial pressure and in localities to agricultural distress. These conclusions appear to be correct. It is not credible that there has really been a decrease in the number of children under instruction in Bengal in recent years, and the census figures show that in 1901 among persons over 15 years of age there were 146 literate males per thousand, against 137 in 1891. It was the special wish of the late Sir John Woodburn that earnest attempts should be made to increase the number of primary schools in the villages and to give them stability, and with this object, when allotting to the District Boards, to be expended on primary education,

the sum of four lakhs out of the grant of ten lakhs placed at his disposal by the Government of India at the beginning of this year, he insisted that the Boards should devote a portion of the funds placed at their disposal to increasing the number of *pathsalas*, as well as to improving the pay of the teachers in the existing schools.

While the primary schools have decreased in number during the last ten years, the large increase in the number of secondary schools and pupils, the conversion of many middle vernacular schools into middle English schools, and the increase in the number of boys learning English, indicate, as the Director remarks, an increasing desire among the people for higher standards of education. It is to be regretted that the Director finds that the standard of teaching in high-schools is not so good as formerly; and it is to be hoped that the reforms consequent on the introduction of new scheme of vernacular education and on the inquiries of the University Commission will lead to improvements in such schools.

Vernacular Education.—The system of education followed in vernacular schools and in the lower classes of English secondary schools was remodelled during the quinquennium in accordance with proposals submitted by a committee of officers of the Education Department over which the Director, Mr. Pedler, presided; these proposals were approved in Government Resolution No. 1, dated 1st January, 1901. In the words of the late Lieutenant-Governor the changes introduced "aim at developing the minds of the boys more than practising and strengthening their memories." The new system is based on Kindergarten principles and on the policy of teaching by object-lessons, which is an extension of the Kindergarten principle. In connection with this scheme, the vernacular text-books in use in schools have been entirely revised.

Another important feature of the scheme is that Indian boys will in future not be allowed to commence to learn English before they are well grounded in their own vernacular. It has accordingly been decided that the child's mother-tongue shall be the medium of instruc-

tion up to Class V of high schools, which corresponds to Class I of middle schools and to Standard VI of the new scheme, and which is ordinarily reached when the child is about 13 years of age. The study of English, as a subject, is allowed and provided for from Standard III upwards, i.e., in Class VII-B of high schools, and in Class IV of middle schools; this is the standard above the lower primary classes, and is reached by the average boy at ten years of age.

Female Education.—Comparing the figures of the past ten years with those of the period under review, the Director finds that the total number of girls under instruction has increased by 13 per cent.; but this increase was gained in the first five years, and there has actually been a decrease in the number of girls returned as under instruction in the last five years, which is no doubt connected with the disappearance from the returns of the weak and ephemeral primary schools. According to the last census, the total number of females in Bengal was 39,215,224. Out of this number, the number of literate females was 7 per thousand against 4 only in 1891. The progress in female education in this Province has therefore been slow, though in Calcutta there has been marked advance. The Director gives in paragraph 4 of his Report the reasons stated below as accounting for this slow progress:—

The chief causes for the slow progress of female education in this country are—(1) conservatism of a great portion of the people; (2) the fact that the education of their female children is a matter of great indifference to a large proportion of parents and guardians, as they usually do not take the same amount of care and interest in the education of their female wards as they do in that of boys; (3) the system of early marriage, which presents an almost insurmountable barrier to education beyond the primary stages; (4) the want of educated female teachers; (5) the want of a system for educating zenana ladies; (6) the want of adequate State aid and aid from the other public funds.

The late Lieutenant-Governor of Bengal had the cause of female education much at heart.

Considerable increase of public expenditure has been sanctioned and will be devoted to schools for girls and on Inspectresses of Schools; and the training of female teachers is being encouraged.

Mahomedan Education.—There was a slight increase in the number of Mahomedan pupils in colleges and secondary schools and Madrasas, but the decrease in the number of Mahomedan boys returned as reading in primary schools was much larger. This decrease is no doubt due to the elimination of weak schools from the general returns which have been above noticed; but the backwardness of the Mahomedan population in availing themselves of education continues in spite of special encouragements held out to Mahomedan students by way of scholarships and special facilities offered to them for entrance into the public service, and until this backwardness is overcome it must continue to be a matter of solicitude to the Government and to the leaders of the Mahomedan community.

Secondary Education and University Education.—During the ten years ending with March, 1902, the advance in the number of students in secondary schools and in colleges has been marked. The students in secondary schools increased from 197,285 to 244,992, while those in colleges numbered 10,463 in 1900-1901 as compared with 6,287 ten years previously. The current edition of the "Statesman's Year Book" gives the number of male students at the various Universities and colleges in the United Kingdom as 32,278. Thus Bengal, with nearly twice the population of the United Kingdom, has only one-third of the number of male University students. A comparison of the respective numbers of female students reading in colleges, who number only 77 in Bengal, with the numbers of such students in the United Kingdom would indicate far greater backwardness.

There was a net increase during the quinquennium of six unaided colleges and a large increase in the number of students in Arts Colleges, especially in the Law Classes. The number of candidates at all the University examinations

increased. The number of candidates at the F.A. Examinations in ten years has exceeded the number who matriculated during the same period, the explanation being that many candidates appear more than once at this examination. The percentage of success at the Entrance and F.A. Examinations fell off slightly during the quinquennium. The average of success at the B.A. Examination has been lower during the last five years than in the preceding five years, and at the M.A. Examination the percentage of passes has remained almost unchanged, owing, it is said, to a practical uniformity in the standard.

Technical Education.—Technical education is imparted in the Civil Engineering College, Sibpur, the Bihar School of Engineering, the Survey Schools at Dacca and Cuttack, and also in schools affiliated to the Civil Engineering College at Sibpur. There was a decrease during the quinquennium in the total number of pupils reading in the Survey Schools. The largest decrease took place in the Survey School at Dacca, owing, it is said, to the difficulty which the students experience in securing employment after passing the sub-overseer's examination. This matter will be separately considered in consultation with the Public Works Department of this Government. During the last quinquennium, the study of Science in Arts Colleges has advanced, and practical subjects of education have been introduced in high, middle, and primary schools. Drawing is now taught in almost all high schools, and Elementary Science subjects have been introduced in the curriculum of lower classes.

The Agricultural classes established in 1899 in the Civil Engineering College at Sibpur have been fairly successful. Ten out of twelve of the higher agricultural classes and all the lower class-students passed the examination last year; and all the successful students of the first class and the majority of those of the lower class have obtained appointments in the Government Service or under private gentlemen owning landed estates.

Expenditure.—The expenditure on public instruction from public funds has advanced from 36 lakhs in 1892-93 and 40 lakhs in 1896-97

to 43 lakhs in 1901-02. This increase has practically been given entirely from provincial revenues, as the increased expenditure of recent years on education shewn in the accounts of the District Funds is due to the larger grants being made from Provincial Funds in aid of District Boards, and to the constitution of District Boards in the four districts of the Chota Nagpur Division, and not to development of the resources of District Boards. There has been no increase during the quinquennium of expenditure on education from Municipal funds. The increased expenditure of public funds in recent years has been mainly on account of secondary education and inspection, and it is only since an allotment has been made in the current year from Imperial Revenues that a substantial increase of expenditure on primary schools has been sanctioned.

Inspection.—There was an increase during the quinquennium in the number of Inspecting Officers of all classes. The number of Inspectors was raised from 6 to 9, excluding the Inspector of European Schools, and an Inspector of Schools is now provided for each Commissioner's Division. An increase of 64 Sub-Inspectors of Schools has recently been sanctioned with the object of reducing the number of primary schools to be inspected by each Sub-Inspector, and the size of the Sub-Inspector's circles. This increase was rendered necessary by the orders which abolish the system of remuneration of teachers on the results of public examinations of their pupils, and which substitute a system of remuneration with reference to results ascertained on inspections of the schools *in situ*.

The Inspecting Officers of higher grades performed their inspection duties during the year 1901-1902 to the Director's satisfaction. The Lieutenant-Governor hopes that with the constitution of the new circles of Chota Nagpur and Chittagong, there will be fewer transfers of Inspectors next year.

All the Sub-Inspectors in the Burdwan Division, excepting those of Midnapore and Hooghly, and the Sub-Inspectors of Pabna, Darjeeling,

and Backergunge failed to tour for the prescribed minimum of 200 days; the minimum number of 350 visits was not attained in the Santhal Parganas, Midnapore, Rajshahi, Jalpaiguri, and Darjeeling. These shortcomings should not be allowed to recur.

The Acting Lieutenant-Governor has much pleasure in acknowledging the services rendered by Mr. Pedler and during his absence by Mr. Slater as Director of the Department of Public Instruction.

COLONIAL AND INDIAN STUDENTS AT OXFORD.

[The following memorandum was originally prepared for the purposes of the Conference held at the Colonial Office on July 10, 1902, and is now by direction of the Vice-Chancellor published for the convenience of Colonial and Indian students desiring admission to the University.]

COLONIAL CONFERENCE.

At the Conference held at the Colonial Office on July 10, 1902, a wish was expressed by representatives of the Colonies for a paper giving such information regarding the University of Oxford as would be of service to Colonial and Indian students. With this view the following Memorandum has been drawn up and placed at the disposal of the Secretary of State.

DAVID B. MONRO,
Vice-Chancellor.

A certain number of Students from the Colonies and from India already find their way annually to Oxford, some at their own charges, some with the aid of Scholarships provided by Colonial governments or in other ways. Occasionally, though not very frequently, Students of Colonial origin, either after passing through some English School, or more rarely coming directly from a Colonial School or University, obtain Scholarships at an Oxford College, but most of them enter as ordinary members.

The munificent bequest of the late Mr. Rhodes provides for the possibility, and opens up the

prospect, of a further steady flow of students from the Colonies to which he bequeathed his Scholarships. In view of this and to make his gift as widely beneficial to the Colonies as possible, it seems well to set out briefly what Oxford has to offer in the way of studies and Degrees, and what are the conditions under which these may be followed and obtained.

ENTRANCE TO THE UNIVERSITY.

No one can become a member of the University unless he has first been admitted a member of some College or Hall or of the Body of Non-Collegiate Students. Any person therefore desiring to gain admission to the University must first apply to the Head of some College or Hall or to the Censor of Non-Collegiate Students. He must be prepared to furnish testimonials of good conduct, and to pass an entrance examination, or produce evidence of attainment which will justify exemption from it, and to deposit a sum as Caution money, usually returnable in whole or part upon leaving. At a College this varies from £20 to £40. For Non-Collegiate Students it is £2*. Application to enter a College should be made at least some months, and in the case of many Colleges, if possible, a year, before entrance is really desired. In writing to make application for admission the candidate would do well to give some account of his previous education at School or College, and of the course which he proposes to follow at Oxford. The University as such, apart from the Colleges, holds no entrance or matriculation examination.

Much useful information with regard to the University and Colleges will be found in *The Student's Handbook to the University and Colleges of Oxford*, price 2s. 6d. net, published by the Oxford University Press.

EXAMINATIONS AND DEGREES.

The degree of B.A. at Oxford is obtained by keeping residence for three academical years, each

* Keble College receives no Caution money, but requires payment in advance instead.

consisting of three Full Terms* of eight weeks, and by passing three examinations—namely, (1) Responsions, (2) an intermediate, and (3) a final examination.

Responsions is a Pass Examination obligatory on all students. It may be passed before entering upon residence.

The intermediate examination includes (a) an Examination in Holy Scripture (part of the New Testament being offered in the original Greek), an Honours Examination (b) in Classics and (c) in Mathematics, (d) a Pass Examination in Classics (with either Logic or Mathematics) and 'Preliminary' examinations, (e) in Jurisprudence and (f) in certain branches of Natural Science.

Students must pass in Holy Scripture (or if they object on religious grounds, in an equivalent Greek book) and must either (1) obtain Honours in Classics or (2) pass in Classics or (3) obtain Honours in Mathematics or (4) pass a Preliminary Examination. The two last alternatives are only open under certain conditions to students who have passed in an Additional Subject in Responsions and afterwards obtain Honours in the final examination.

In the final or 'Second Public Examination,' also, an option is given between an Honour and a Pass course. Honours may be obtained in the following:—

1. *Literæ Humaniores*, that is, Classical scholarship, Ancient History, Philosophy (largely ancient), and Logic: the set books being mainly Greek and Latin.
2. Mathematics.
3. Natural Science (with separate examinations in several different branches).
4. Law.
5. Modern History.
6. Theology.
7. Oriental Studies (Sanskrit, Arabic, Hebrew, Persian).

* The Summer Full Term is made up of parts of two Academical Terms, and in the language of the University reckoned as two, so that the three years contain nine "Full Terms," or twelve Academical Terms.

8. English Language and Literature.

Students who obtain Honours in any one of these examinations are entitled to the Degree of B.A.

The Pass-course includes the subjects of Ancient Philosophy, Ancient History, French, German, Sanskrit, Persian, Modern History (English, European and Indian), Political Economy, Law, Geometry, Mechanics, Natural Science (Physics, Chemistry, Physiology, Zoology, Botany), Divinity.

In these subjects there are separate examinations, three of which—chosen under certain limitations—must be passed to entitle to the Degree of B.A.

The details of all these examinations are to be found set out in *The Examination Statutes*, price 1s., or in the *Student's Handbook* previously referred to.

EXPENSES.

University Charges.

The lectures of the University Professors are as a rule open to all members of the University without any charge. There is also no charge for the use of University Institutions, such as the University Library (the Bodleian) and the University Galleries. For the use of the Scientific Laboratories; and for instruction in them, fees are charged, in many cases amounting to £4 or £5 a Term.

The fees to the University are—

At entrance, £2 10s.

For examinations about £6 in all.

Besides these there are dues to the University of £2 a year, amounting to £6 for three years.

The degree fee for a Bachelor of Arts is £7 10s., so that the whole payments to the University, exclusive of those to the student's College, amount by the time this degree is taken to about £22.

College Charges.

Most Colleges charge an Admission Fee at entrance varying from £1 to £5. They also charge tuition fees to Undergraduate members studying in the ordinary way. These vary a little

in amount, but are usually from £7 to £9 a term, or £21 to £27 per annum. College tuition is sufficient for most students, and a diligent man seldom requires nowadays any special extra "private tuition." For post-graduate students the fees are usually very small. The average expenses of an Undergraduate at a College or Hall, residing within the walls, and living the ordinary life of the place, may be taken as amounting to from £100 to £200 per annum; and for a Non-Collegiate Student, to from £50 to £60. These figures represent a residence of twenty-four to twenty-five weeks, or somewhat less than half the year. They include charges for board and lodging and all ordinary College Fees for Tuition, use of College Library, &c., but not for travelling, clothes, books, &c. It is obvious that the cost of living during University residence as well as for the rest of the year must depend on the habits and tastes of the student, but it would not be safe to calculate this last at less than £2 a week, or at least £50 for the half year, if the student is to keep himself entirely and has no friends to go to.

COLONIAL AND INDIAN UNIVERSITIES.

Students belonging to Colonial or Indian Universities may obtain, if their University avails itself of the Statute on Colonial and Indian Universities, and places itself in certain relations to the University of Oxford, the following privileges:—

(A) If they have pursued, at their own University, a course of study extending over two years, taking all the examinations incident to it, they are exempt from passing Responsions, and if they take Honours at Oxford, are allowed to obtain a degree after keeping only *eight* Terms (i.e., two years) at Oxford, or if they do not take Honours, but only the ordinary Pass examination, then to obtain the same degree after keeping *twelve* Terms (i.e., three years) at Oxford.

(B) If they have pursued, at their own University, a course extending over *three* full years, and obtained Final Honours there (when and as defined by the Convocation of the University of Oxford), they are exempt from passing Respon-

sions and also the intermediate (called First Public Examination and Preliminary Examinations); and if, but only if, they take Honours in the Final Examination at Oxford, then they may obtain the Degree of Bachelor of Arts after keeping only *eight* Terms (i.e., two years) at Oxford.

The Colonial and Indian Universities which have placed themselves under this system and can claim privileges for their students, are up to the present, in the order of their admission, the following:—

The Universities of the Cape of Good Hope, Sydney, Calcutta, the Punjab, Bombay, Adelaide, Madras, Melbourne, New Zealand, Allahabad, Toronto, Montreal (McGill), Tasmania, New Brunswick.

Persons who do not fulfil these conditions are subject to the ordinary regulations for English students.

POST-GRADUATE STUDY AND HIGHER DEGREES.

Beside the Degree of Bachelor of Arts and of Master of Arts, which is obtainable after a further period and upon further payments, there are the following more advanced Degrees:—

- Bachelor and Doctor of Divinity.
- Bachelor and Doctor of Civil Law.
- Bachelor and Doctor of Medicine.
- Bachelor and Master of Surgery.
- Bachelor and Doctor of Letters.
- Bachelor and Doctor of Science.

The Degrees and Divinity are open only to persons already Masters of Arts and in Holy Orders of the Church of England: those in Medicine only to persons already Bachelors of Arts. The Degrees in Civil Law, Letters and Science, are open to other persons also as hereinafter described.

The Degrees in Divinity are obtained by submitting Theses to the Regius Professor.

For the Degree of Bachelor of Civil Law there is an Examination with Honours.

The Degree of Bachelor of Civil Law is also open by this same examination to candidates who have not taken the Degree of B.A. of Oxford, but having attained the age of 21 and having obtained a Degree in Arts in some other University,

can show that they have received a good general education and are qualified to pursue an advanced course of legal study.

The Degree of Doctor of Civil Law is open to candidates who have spent five years in the study of Civil Law, from the time of taking the Degree of B.C.L. It is obtained by submitting a Dissertation to the Board of the Faculty of Law. For the Degree of Bachelor of Medicine there are two Examinations.

The Degree of Doctor of Medicine is obtained by submitting a Dissertation to the Regius Professor and certain qualified assessors.

Beside these professional Degrees there are also the Degrees of Bachelor and Doctor of Letters, and Bachelor and Doctor of Science. These, it should be noticed, are open, not only to members of the University who have obtained the Degree of Bachelor of Arts, but to any persons being over the age of 21 years, who can satisfy the University that they have received a good general education and that they are fitted to pursue a special line of study or research.

Subject to these two conditions being satisfied, these Degrees may be obtained by advanced work of demonstrable merit in almost any branch of knowledge, together with residence for eight Terms, which may be kept partly in vacation. Opportunities for instruction and for the prosecution of advanced work are afforded in Classics, Philology, Philosophy, History (Ancient and Modern), Geography, Economics, Theology, Law, Mathematics, Natural Science, Medicine, Education, Oriental Languages, and English Language and Literature.

The Degrees of Doctor of Letters and Doctor of Science may be obtained by any Bachelor of Letters, or Bachelor of Science, or Master of Arts, by submitting published papers or books containing an original contribution to the advancement of learning or Science, to the Boards of Faculties and Studies to which the subjects severally belong.

With regard to the Degrees in Divinity, Law and Medicine, it should be noted that the Univer-

sity only provides teaching in the *theoretical* and *scientific* portions of these studies, and does not attempt to supply such practical training and experience as can only be obtained in the case of Divinity either at a Theological College or by actual work under a Clergyman in a parish, in the case of Medicine in a large Hospital, in London, or some other large centre, and in the case of Law in a Barrister's Chambers and in the Courts.

MUSICAL DEGREES.

The Degrees of Bachelor and Doctor of Music stand on a different footing from the others, inasmuch as they can be obtained without residence, and without a knowledge of Latin or Greek, candidates being required to pass in any two of the following languages, Greek, Latin, French, German and Italian, and in certain examinations in Music.

DIPLOMAS.

The University also awards, under certain conditions, Diplomas in Public Health, in Education, and in Geography.

MODERN LANGUAGES.

Lectures and a certain amount of Teaching are provided by the University in French, German, Italian, Spanish and Russian, at moderate fees, not more than £2 a Term.

UNIVERSITY GAZETTE.

The *University Gazette*, which contains current official information about the University and Colleges, can be obtained from the University Press, or through the same agents as the *Student's Handbook*. Notices relating to Colonial Universities can be inserted by the leave of the Vice-Chancellor.

WOMEN STUDENTS.

N.B.—The above memorandum refers only to male students, who alone can become members of the University. Women students are received at the Colleges and Halls established for women, and allowed under certain conditions to make use of the teaching and examinations in the University, but not to become members, or take Degrees.

OUR ENGLISH LETTER.

CAMBRIDGE, January 1903.

The end of the year saw the passing of the Education Bill and the beginning of a new era. It is true that the Act does not come into force till the 26th of March, and that it need not, in any particular district, begin to work for another eighteen months; but none the less the old order is completely changed. A rescript of the Board of Education reminds us that there are to be no more triennial elections of School Boards, and the voluntary managers are warned that the continuance of rate aid is conditional upon a loyal acceptance of the provisions of the Act. Nevertheless, it seems certain that it will be only a provisional measure. There has been no slackening in the hostility of the Nonconformists on the one side or of the extreme High Churchmen on the other. Undeterred by the sarcasms of Mr. Balfour, Dr. Clifford has declared once again his reasons for objecting to the Act, and his determination and that of his friends to resist it to the utmost. Mr. Lathbury, of the 'Pilot,' as representing the High Anglicans, is as angry at the Kenyon-Slaney clause as Dr. Clifford at the other features of the Act; and between the two comes perhaps the most authoritative declaration of all, that of Dr. Macnamara in the 'Fortnightly Review.' He shows conclusively, first, that the 'One Authority,' which the Bill was intended to create, divides, on examination, into eleven hundred and eighty-three independent authorities; secondly, that either the rate must be doubled, or the present standard of efficiency in Board Schools must be degraded to the level of the Voluntary Schools; and thirdly, that the amount of public control is scandalously at variance with the amount of public contribution. 'No matter how the Act may be worked,' he concludes, 'it cannot be viewed as the last word on the Education Question. That word will not have been spoken until all publicly-aided schools are not only entirely under public control but are conducted in such a way as to impose no religious disability upon any pupil or teacher.' It is idle, in the face of all this, for the Government, or for any one, to imagine that we have heard the last of the question. It will form the test-question at every election for the next few years, and will inevitably dictate the policy of the next Liberal Government.

The Head-Masters' Conference met this year at Tonbridge School on December 22nd. Several subjects were discussed, some of a highly technical character; but the most interesting was that of the retention of Greek as a compulsory subject

at Oxford and Cambridge. The Head-Masters are usually considered a highly conservative body; but there was no want of trenchancy, or even of radicalism, in the proposal of Dr. Gray, Warden of Bradfield: 'that the retention of two ancient languages as compulsory subjects for entrance into the Universities of Oxford and Cambridge is detrimental to the cause of education in England.' After this vigorous and plain-spoken opening Dr. Gray went on to urge that in place of one or other of the dead languages a modern one should be substituted, with an increased amount of mathematics and science, and a decent standard of English composition. Dr. Gray, as was natural, drew attention to the extraordinary narrowness of the majority by which compulsory Greek was recently retained in Oxford; but he based his argument mainly on the general ground of the vast advances made in scientific knowledge during the last few years. It is absurd to retain to-day the same curriculum as was suitable enough for the needs of three centuries ago. But his motion, with its decisive tone, and its appearance of dictating to the Universities what course they must follow, was distasteful to the Conference, though on the general question the Conference probably agreed with him. After a good deal of discussion, an amendment of Canon Lyttelton's was passed, to the effect that representatives of the Head-Masters should meet representatives of the Universities with a view to establishing a *modus vivendi*. The fact that a previous amendment of Mr. Bell's had been carried, asking that some relaxation in the statutes making Greek compulsory should be effected, showed clearly that even the Head-Masters are at last moved to grapple with this question, and have been compelled to see that Greek is not everything.

Those who defend the retention of compulsory Greek usually argue that if not made compulsory the study will die. To this a complete and satisfactory answer from experience is given by Professor Ramsay, in words quoted by the London 'Journal of Education' for January: 'In Scotland Greek is now made an alternative subject with Latin; yet the study of Greek is not dead, and can be trusted not to die. There has been a falling-off in the number of learners of Greek who would never have prosecuted the study to any advantage; but the number of those prosecuting it to real purpose, with a view to an Honours standard, has increased; the standard for Honours work, both in Greek and Latin, is steadily rising; and the figures in the Universities for the present session are hopeful in that respect for the future.'

The Incorporated Association of Head-Masters—which must not be confused with the Head-Masters' Conference above mentioned—met for its annual assembly at the Guildhall, London, on January 8. It is a great pity that these two bodies do not unite; for it is only a purely conventional distinction between the public-school and the grammar-school that keeps them apart; and much might be learned by each set of men by conferring with the other.

The death of the Archbishop of Canterbury ought not to be passed over in silence; for, though he reached the highest post in the Church of England, he was unquestionably at his greatest thirty or forty years ago, when he was a schoolmaster; and when he made Rugby for the second time a power in the land. After the great days of Arnold, the school certainly declined in prestige; in fact, as is well-known, it came so low under Dr. Hayman that the governors, in the words of the famous epigram, took the strong step of suspending Hayman for fear of more decay. Matters were only partially mended under Dr. Goulburn. Then came Temple, who left a mark not to be effaced for many years. He was indeed a great Head-Master; and I do not believe that in the thirty-three years since he resigned that post he did anything like such effective work as in the twelve during which he ruled Rugby. He never lost his interest in education; his last speech was on the Education Bill; but he never, as a Bishop, showed the vigour, the fearlessness, or the breadth of mind which characterised him when he had a freer hand.

In spite of the Rhodes bequest—in fact partly in consequence of it—Oxford University has discovered that it wants more money; and a comprehensive statement of its requirements has just been issued by the Hebdomadal Council. The Bodleian Library is bursting with books; the museums are unable to hold their fossils; the Professors need an increase of stipend; and important subjects want professors. In England, somehow, we cannot do what seems to be so easily done in America—influence the millionaire to intervene in University matters. A tenth part of what Mr. Rockefeller has given to Chicago University would be a perfect godsend to Oxford or Cambridge; but in these hard times it is useless to expect the general public to give largely out of their slender means.

I spoke sometime since of Mr. Benson's book 'The Schoolmaster,' and showed that, in my opinion it was not unworthy to share that title with Roger Ascham's famous work. But some of Mr. Benson's admissions have provided opportunities to those who dislike our public-

school system. He did, indeed, seem rather to defend the master than the boys; and he was compelled to allow that the public-school atmosphere is not prevailingly intellectual. On this text Sir Oliver Lodge, Principal of Birmingham University, has founded some severe strictures. On the whole he allows that the character and manliness produced at the public schools is worth the trouble and expense incurred in attaining it; but if the intellectual result is so poor, are those schools worth keeping? Could not the same character be produced, at a cheaper rate, in schools that also give a good mental training?

Mr. Benson answers Sir Oliver Lodge in the current number of the 'Nineteenth Century and After.' The real causes of the intellectual inferiority of the public-schoolboy are, first, the apathy of the public on such matters, and secondly, the multiplicity of subjects that the schools attempt to teach. In Mr. Benson's opinion, for the average boy five subjects—English, mathematics, science, French, and perhaps a little German—are enough; and the one of these, for which a boy shows a special aptitude, should be carried as far as possible. Here I believe most practical teachers would agree with him. But then comes in the difficulty of alteration. The work of the assistant masters, often down to the minutest detail, is fixed by the time-table; the time-table is drawn up by the Head; and the Head is influenced by University or national tradition.

On a subject like this it is of course impossible to speak at length, and I must confine myself to a few *obiter dicta*. I believe that in nine cases out of ten the Latin and Greek taught in public schools is absolutely wasted. The difficulty lies in selecting the tenth boy to whom they will be useful. The knowledge of English attained by an average boy is beneath contempt; and the French and German he acquires is all but useless. One thing he does acquire to the full, a serene and ignorant sense of superiority to those who have not enjoyed his so-called advantages, and a stupid idea of the importance of athletics. To alter this state of things is the business of the masters. Now-a-days, when the dominance of the athletic schoolmaster has been somewhat shaken, we have more men than we had ten years ago with some idea of the necessity of intellectual training for their boys; and there is hope that gradually these men may leaven the whole lump. Otherwise the public-school system, or want of system, is doomed.

CONTEMPORARY EDUCATIONAL PERIODICALS.

I. INDIAN.

The Madras Christian College Magazine.

In the January number Mr. A. S. Vaidyanatha Aiyar writes on 'The Universities Commission and the Study of History,' and deprecates the insignificant part which History occupies in the new course of studies compared with the exalted position given to Philosophy.

"It is a notorious fact that in this country a morbid spirit of philosophical thinking has been a bane. We are afraid that there is only too much of Philosophy here, enough and to spare. It is equally notorious that this country has till now been blind to historical methods of thinking and judging. *The Light of History* has just begun to dawn. The various institutions of the country—religious and social—are being examined in the light of the historic method. A healthy foundation for social and religious reform is being slowly laid. A diffusion of historical knowledge and increased acquaintance with the historic methods would act as powerful engines in dispelling from people's minds the erroneous and superstitious conceptions as to the past and the enslaving tendencies born of "*Ita Scriptum est*." Again it has to be borne in mind that India is in its transitional stage and the bent it takes or is made to take now will be attended with serious consequences for her future. An industrial revolution is dawning and it is bound to increase more and more. The problems of India become increasingly economic. The importance of the study of economic facts in Indian history can hardly be over-estimated. In the light of these facts it seems to us that there is great need for increased study of History and Economics. We therefore earnestly trust that the recommendations which have the effect of discouraging the study of History in the Universities will not ultimately find favour."

Mr. Muhammad Ibrahim Quraishi Sahib writing on "The Madras Muhammadan Educational Conference" gives his co-religionists some much-needed advice on the haphazard way in which many of their requests are put forward and points out that extravagant and indiscreet resolutions based more on sentiment than on reason are calculated to damage any good and wholesome proposals which may supplement them.

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The same issue reports Professor Rungachariar's speech, delivered on College Day, on which in another place the editor makes certain comments that seem to him necessary.

The Indian Ladies' Magazine gives a portrait of Mrs. Brander as frontispiece.

The Indian Review has certain new features which we mentioned last month.

Mr. S. Kailasam, B.A., has sent us two numbers of *The Light of Truth* (*Siddhanta Deepika*) in which he calls attention to the advantages attaching to the compartment system of examination.

We welcome the appearance of a new bi-monthly called *Indian Progress*. The paper is devoted to the discussion of social, religious, and ethical problems relating to the civilization of India.

The February number of *Indian Education* has articles on 'English and the Indian Student,' 'The Maya of Sankara,' 'Agriculture in Schools' and 'The use of the Magic Lantern in Schools.' "Method" continues his instruction in Writing and Mr. Yoxall contributes the usual English Letter.

II. BRITISH AND FOREIGN.

The Journal of Education.

"If hopes were dupes, fears may be liars," is the appropriate quotation of the *Journal of Education* with reference to the prospects of the new Act. In this same paragraph, by the way, we are reminded that although the measure comes into force on March 26, it is not compulsory until eighteen months after that date. All our contemporary will definitely claim for the Act as yet is that "it has at length made it possible for local educational authorities, acting under the control of a Central Board, to lay the foundations of a system of administrative unity." As to its probable effect on private schools, "it seems fair to expect that private schools established for a special purpose and meeting a special want will continue unaffected; but that those which aim merely at giving an ordinary middle-class secondary education will eventually succumb to competition unless they make terms with the Authority. We do not see why this latter alternative should prove impossible or even difficult to work."

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"Old Fogey," the contributor of "Notes on Education," to each January *Journal of Education* is, in discussing 1902, as brilliant and (technically) unprogressive as ever. This number also contains the first instalment of an article on "The Critics and Critiques of Herbartianism," by Dr. F. H. Hayward, a continuation of Mr. J. Sargeant's plea against "reformed" pronunciations in Latin, an instructive article by Mr. J. G. Anderson on recent secondary education reforms in France, and an interesting paper by Colonel Hughes-Hallett on Magic Numbers, including the £12 18s. 11d. puzzle. Further, the list of headmasters and headmistresses who had been placed on Column B of the Register up to December 12th is published here in full—the forty-six headmistresses among the number include thirty-two heads of Girls' Public Day School Company's schools.

The Educational Times.

The *Educational Times* has a deservedly high opinion of education: we doubt however whether it does not exaggerate the position the subject holds in public esteem when it says: "Education spreads so wide and deep in the social fibre that it cannot possibly be treated on any considerable scale without touching many peculiarly sensitive nerves, and creating much general disturbance." The reproach generally brought against us as a nation is that we do not care much for education, and certainly the questions about which party spirit ran high in the Education Act controversy were not educational ones. The *Educational Times* in its leading article reviews with satisfaction the past year's events: beginning with the Register, passing on to the Education Act, and concluding with the establishment of a Commercial Faculty at Birmingham University, and the acquiescence of the public schools in the training of secondary masters. Attention is called in the "Notes" to some important modifications in the College of Preceptors' school examination regulations this year. The number also contains an adequate report of the Headmasters' Conference proceedings, and an article on "The Teaching of Geometry," consisting of an American professor's criticism of our critics (*in primis* Professor Perry) of the established methods of geometry teaching.

The School World.

Professor C. Lloyd Morgan in his article "Psychologist and Teacher" in the January *School World* does not endorse the claim that the teacher is dependent on the psychologist for the principles on which the art of education is based,

but is firmly convinced that there may be helpful and fruitful interaction between psychologist and teacher where their spheres of work interpenetrate. Both deal with the same phenomena of mental self-development, but the former as man of science endeavours to explain them, while the latter as artist is concerned with their broader and more synthetic aspects. In "Two Views of Culture" Mr. J. Sargeant first expounds from the humanist point of view what the man of culture must know. His position is that our culture is based upon the thought and art of the Greeks, but he includes the exact sciences in his list of requisites. Mr. F. Keeble—urging that the Græco-Roman world is no world but a province, that new grandeurs have taken place beside the old not in rivalry but in reinforcement—enlarges the content of the word "culture" on somewhat different lines: manual training finds a place in it.

"Natural Science in Girls' Schools" is the title of Miss S. A. Burstall's contribution to the *School World*. She admits that girls often dislike science and that many of them are unfitted to profit by it, but allows that there are strong arguments for making some amount of science compulsory in their education, e.g., "All the various branches of domestic economy depend on the laws of physics, mechanics, and chemistry, from the frying of fish and the washing of flannels to sanitation and the care of children." Nature-study should be the introduction to the science course, leading naturally up to elementary botany, and a three-years' course of practical physics should follow. Chemistry for girls should not be compulsory, but should be taken up late in a school course for those who are specialising. "Speaking generally," Miss Burstall concludes, "it will be found possible for those who believe in science to give about a third of the school time to it, including of course mathematics." Mr. C. Almeric Rumsey discusses and generally approves "Recent Developments in Mathematics," the supersession of Euclid as a text-book occupying considerable space in his article.

A New Educational Journal.

Education: Primary, Secondary, and Technical is the comprehensive title of a new three-penny weekly issuing from the office of the *County Council Times*. In the first number (January 1) the objects of the promoters are explained. Our new contemporary avows itself a child of the new Education Act, and will as its most important feature provide reports of the work and proceedings of the local authorities and their commit-

tees. It will be in an unexceptionable position to do this as it has been adopted as the official organ both of the County Councils Association and of the Association of Directors and Organising Secretaries for Secondary and Technical Education. The policy of the paper is "to further the cause of education. We shall know neither party nor sect; the children cry for bread—they must not be offered a stone."

Inasmuch as the local authorities whose doings are to be chronicled do not yet exist, the first number of *Education* has had to find its copy elsewhere. Most of the matter, however, deals directly or indirectly with the Act—thus Mr. C. A. Vince offers: "Some observations on the New Education Act," in which we note incidentally the statement that the measure was discussed at greater length than any other enactment in the history of the British Parliament with the result of transforming a fairly simple Bill into a complicated Act calling for elucidation and interpretation. Mr. Vince regrets the acrimony of ecclesiastical and theological quarrels aroused by the discussion, but points out that one pretty certain inference is to be drawn from them—namely, "that if Parliament had waited until it could find a universally acceptable solution of the religious difficulty before attempting another forward step in national education it would have waited a very long time—it might have waited till the crack of doom." As to the working of the Act, Mr. Vince thinks we may safely look to the moderation of moderate men to save us from the zeal of extreme factions, and quotes a happy precedent in the harmonious settlement over the Act of 1870.

Mr. H. R. Birch writing on "Primary Education" calls the attention of the new authorities to points which he thinks need remedying. We can agree with most of his remarks, e.g. "one of the great faults of our primary education is that too much is done for the child. The teacher, under the mistaken idea of saving time, has solved the difficult problem instead of guiding the child to think it out for himself; knowledge has been put in instead of drawn out." Summarising his own remarks Mr. Birch asks the authorities to see that the elementary curriculum is deepened rather than widened; that the really practical subjects which train the eye and hand are extended; that pupil teachers receive sufficient training in teaching; and that the metric system is intelligently taught. Points in "Secondary Education" under the Act are discussed by the Bishop of Coventry in a very decisive manner, e.g., "A reckless drafting of children who never mean to

pursue a course of secondary education into secondary schools is almost the worst waste of public money that can be conceived." He urges further that county councils should co-operate in the administration of the Act, instead of competing one with the other: and that they should obtain first hand information as to the best foreign methods for initiating any new experiment.

MISCELLANEOUS.

We are indebted to the December 15th issue of *Secondary Education* for shedding further light on a problem which interests some Indian students. We cannot do better than quote the paragraph in question:—"Last month we stated, on the authority of a correspondent, that, 'Whatever subjects may be taken, a certificate of having matriculated at the London University will be considered to fulfil the requirements with regard to preliminary medical examination.' This statement was challenged on the ground that the Registrar of the General Medical Council, had stated that: 'For the purposes of registration by this Council a London Matriculation certificate must include English, Latin, Mathematics, and Greek, or a modern language.' Renewed reference was then made to the Secretary of the Examining Board constituted by the Royal College of Physicians of London and the Royal College of Surgeons of England. This elicited a reply to the effect that the former information given was quite correct. It is quite clear that without taking Latin the Matriculation student cannot secure registration by the Medical Council; but it is equally clear that the examining Board referred to above has ceased to require medical students to register at the office of the Medical Council."

"The Dangers and Uses of the Lecture" is the title of a most interesting paper by Frederick H. Pratt in the December *Educational Review* (America). It is not altogether surprising to find that on the other side as well as here "there is a widespread feeling, shared alike by teacher and student, that lectures are on the whole irksome and unprofitable. The teacher seeks to interest and to stimulate his class, but finds himself, instead, dictating facts to a hundred note-books. The student looks for guidance; what he too often receives is bare information. Admittedly the attitude of a class should be responsive, not passive; yet a lecturer must often ignore the necessity of preparing the mental soil before him, and cast the seed lavishly upon a barren, because undisturbed, surface. Hence the view has arisen that the lecturer exceeds his province in attempt-

ing mainly to impart subject-matter, and should occupy himself chiefly with direction and synopsis, with stimulating and sympathetic leadership, leaving the student to apply the incentive in reading, recitation, and laboratory practice." Mr. Pratt goes on at some length to emphasize the view that the lecture should be regarded as a directive rather than as an informative agency, and to indicate how it may in this respect obtain its greatest usefulness.

Reviews and Notices.

A Text-book of Physics, BY W. WATSON, A.R.C.S., B.Sc. (LOND.), F.R.S. *Third and enlarged edition, including a collection of Examples and Questions.* Longmans, Green & Co. 1902. Price 10s. 6d.

That a third edition of a Physics Text-book should be called for in three years from its first publication is sufficient proof of the excellence of the work. Teachers and students alike are indebted to the great publishing house of Longmans for bringing out at so moderate a price a text-book of Physics which is without a rival in the market for its freshness of treatment and general up-to-dateness.

Of course no two teachers would agree entirely as to the relative importance, or even as to the best order of discussion, of the separate parts of such a vast subject as Physics has now become: so much will depend on the particular part of the unlimited field in which he has been personally digging as well as on his own idiosyncrasies. One author for example will dismiss all the phenomena of "sound" in a few pages, because he himself has no musical ear and can therefore hardly distinguish one note from another. A second having been educated in a laboratory where Thermo-dynamics was the special hobby of his chief will treat the subject of "Heat" at much greater length than that of "Light." A third will introduce magnetism as a mere section of dynamical electricity: while a fourth will relegate electro-statics to a very obscure place if he has been studying electricity chiefly from the point of view of the telegraph engineer.

Watson's physics exhibits no glaring ill-proportioned treatment of this sort; but keeps, in our opinion, the balance even among the several sub-divisions in the matter of their relative importance, as well as in the order of their presentation. The diagrams are numerous and clear. They are in a great many instances specially

drawn for this work and not indented for from the publishers' stock of figures as exhibited in Ganot and their other well-known treatises. The result is a freshness of appearance corresponding to the freshness of treatment by the author.

That the work is up-to-date is proved by its containing an account of such things as *Michelson's Interference Apparatus*, *Radio-Active Substances*, *Ionic Migrations and Velocities*, *The Zeeman Effect*, *Wireless Telegraphy*, &c., &c.

From the tutorial point of view the addition of such a large selection of Questions and Arithmetical examples is specially valuable, for they have clearly been selected with much discrimination from the most recent of the London University and other Science Examinations. We have no hesitation in saying that the book should be in the hands of every B.A. student whose optional subject is Physical Science.

Mineralogy; an Introduction to the Scientific study of Minerals, BY HENRY A. MIERS, D.Sc., M.A., F.R.S. *With 2 coloured plates and 716 illustrations in the text.* Macmillan & Co. pp. xviii. 590. Price 25s. net.

In this magnificent piece of scholarship the Waynflete Professor has given to the world in general and his fellow-geologists in particular a boon for which they cannot be too thankful. With Dana's *System of Mineralogy* and Hintze's well-known *Handbuch* in the field to serve as works of reference, what has long been wanted is a text-book which does not usurp the functions performed by these two works, but which can be read by the student. This want Dr. Miers has supplied. He has limited himself to a discussion of the essential characters and properties of minerals and has thus been able to treat this part of the subject with a thoroughness which would have been out of the question in a volume which also essayed to cover 'a systematic account of the modes of the occurrence of minerals, their geological distribution, their origin, their alterations, or their artificial reproduction, although these constitute the most important, and, perhaps, the most interesting section of Mineralogy proper.'

The volume falls into two equal parts. Part I 'The Properties of Minerals' is sub-divided into four books—I. The Crystalline Properties of Minerals; II. The General Properties of Minerals; III. The Relations between the Properties of Minerals; IV. The Description and Determination of Minerals. Part II, in sixteen sections,

describes the more important mineral species, and is supplemented by thirty pages of tables. One of the most interesting features is the way in which the drawings of minerals have been shaded. The collotype plates were executed by the Clarendon Press, and successful experiments have shown 'that it is possible to reproduce by this process all the varieties of dispersion, and also the interference colours of a quartz wedge.' The necessarily high price of the book may, we fear, make it prohibitive for most Indian students, but we have no hesitation in saying that those who can possibly afford to get it should do so, and that it should find a place in every institutional collection of books on Geology.

Mechanics: Theoretical, Applied, and Experimental, BY W. W. F. PULLEN, WH. SC., M.I.M.E., A.M.I.C.E. *With 318 Illustrations and numerous Examples.* Longmans, Green and Co., pp. viii + 382. Price 4s. 6d.

This book is the result of a want felt by the author, of a work on Mechanics for elementary students, which would include (1) a discussion of the principles of the subject (commonly known as Theoretical Mechanics), (2) descriptions of and instructions for carrying out experiments in the laboratory, and (3) the application of the principles to the solution of easy problems of a more or less technical nature (generally called Applied Mechanics).

The author has been careful to avoid introducing matter which is commonly named 'Mixed Mathematics,' and in which the part played by mechanics proper is that of a peg upon which to hang a mathematical exercise. He has also been mindful of the fact that all teachers do not begin the subject at the same place, and in consequence the work has been so arranged that a start may be made with either chapter one, two, six, or eight.

In the preparation of illustrations, scale drawings have been introduced where such were necessary to give proper ideas of an object, and to give a sense of proportion of parts.

Answers are given to a part only of the examples and exercises, so that teachers can please themselves in selecting questions with or without answers. Some of the examples have been selected from a number of public examination papers.

One of the main ideas of the book is to lead a student from 'the known to the unknown by easy stages. The rapid extension of laboratory instruction enables this to be done, while it gives the student a better opportunity of realising the nature of the quantities with which he is dealing.

Elementary Biology, Descriptive and Experimental, BY JOHN THORNTON, M.A. *With 180 Illustrations.* Longmans, Green and Co. pp. viii + 270. Price 3s. 6d.

The English Board of Education has issued a syllabus under the title 'Elementary Biology,' which indicates that teachers seeking certificates are expected to obtain a general knowledge of the structure and physiology of higher plants and animals, and that this knowledge should be based in large part on practical acquaintance with a few leading types.

The Author of this book has endeavoured to meet these requirements, not only in the descriptions and expositions given, but also in the illustrations and practical directions. The descriptive text is intended to be clear and precise, but it has not been loaded with too many technical terms. Such as are used are explained as they occur. The illustrations are numerous, and it is hoped that they will be a real help to the understanding of the text.

The practical directions for observation and experiment will be found partly in the course of the text and partly under the distinct head, 'Experiments.' Many of them are of such a nature that the student should have little difficulty in carrying them out at his own home.

A set of Questions and Exercises, with occasional hints and explanations, will be found at the end of the book which should become popular amongst students in this country.

We have also to acknowledge the receipt of the following scientific books from Messrs. Macmillan & Co.—

Light for Students, BY EDWIN EDSEER. pp. viii. 59. Price 6s.

Theoretical Organic Chemistry, BY JULIUS B. CONN. pp. xv. 578. Price 6s.

A course of simple Experiments in Magnetism and Electricity, BY A. B. MUNBY, M.A. 1s. 6d.

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We must content ourselves with a bare enumeration of several editions of *The Tempest* and *As You Like It*, plays now being read by Madras students, that have reached us. Among the former are Mr. Morton Luce's handsome and scholarly book in the 'Arden' Series published by Messrs. Methuen, and the 'Arnold's School Shakespeare,' the 'Swan' and the 'Falcon' editions each with its distinctive merits, and all to be had from Messrs. Longmans, Green and Co. *As You Like It* appears also in the 'School Shakespeare' and 'Swan' series.

Messrs. Macmillan and Co. send two books of Poetical Selections, one for junior (As. 8) the other for senior (As. 10) students, compiled Mr. Barrow, Principal of the Victoria College, Palghat (whose name is a guarantee of good value) and innocent of anything in the shape of Introduction or Notes. The same firm publishes *Lessons on the British Government of India, and on the British Empire* by the Principal of the Government College, Jabalpur, a little book especially adapted for the youth of the Central Provinces (As. 12); and two sets of Brush-work cards 'being advanced drawing copies of animals and birds illustrating expression of mass and form with the brush'—each packet containing 25 cards and being sold, for 2 shillings.

There are also on our table a few publications of Indian houses, some of which should have been acknowledged earlier. They include Dr. Miller's *Essay on Shakespeare's Hamlet and the Waste of Life*, a most welcome companion to his studies in Lear and Macbeth (G. A. Natesan and Co., Madras); Mr. J. G. Jennings's *Sakuntala*, a most interesting adaptation, though some what free, of the drama by Kalidasa, in verse that has distinctive vigour and grace, and that enhances the author's reputation (Allahabad: Indian Press); *Elementary Latin Exercises* by Messrs. Stone and Smith of S. Thomas's College, Colombo, a successful attempt to grapple with the difficulties that beset the early study of Latin which we hope will be appreciated (The Colombo Apothecaries Co., Ltd. Re. 1-25); *An Introduction to the History of England from the earliest times to 1485*, (Hindu Educational Trading Co., Kumbakonam. As. 4).

Indian Educational Notes.

MADRAS.

OFFICIAL NOTIFICATIONS.

VELAYUDASARI, Mr. M., Assistant Superintendent of the School of Arts, privilege leave for three months from or after the 1st February, 1903.

SUBBARAYUDU SASTRI, Mr. G. V., Assistant Inspector of Schools, privilege leave for three months from or after the 15th February, 1903.

KRISHNASWAMI PILLAI, Mr. T. G., Instructor of the Art Class, attached to the Kumbakonam College, to act as Assistant Superintendent, School of Arts, Madras, in the Tenth Class of the Provincial Educational Service, during the absence of Mr. M. Velayudasari, on privilege leave or until further orders.

On 29th January the Rev. Dr. Cuthbert Hall delivered the annual inaugural address to the members of the Associated Societies of the Madras Christian College, who were assembled in the Anderson Memorial Hall. The Rev. E. M. Macphail presided. The subject of Dr. Hall's address was "Types of Manly Character."

At the Wesleyan Mission High School, Venkatesa Naick Street, Triplicane, the Hon'ble Sir S. Subramania Aiyar unveiled a portrait of the late Rev. G. G. Cocks, B.A. There was a large attendance of the students, past and present, masters, and wellwishers of the Mission, as also a few missionaries.

In the Madras Educational Budget for 1902-1903, Rs. 3,98,000 has been provided for results grants, fixed grants and credit grants payable from Provincial Funds to private schools. There is also a provision of Rs. 29,200 for payments to Municipal schools, and a further provision of Rs. 65,000 for payment of results and fixed grants due from Provincial Funds to Local Board schools. Finally there is a lump provision of Rs. 2,60,200 for subsidising Local Boards, so as to enable them to pay as far as possible in full results grants payable from their own funds.

THE Annual General Meeting of the subscribers to the Doveton Protestant College and Girls' High School was held on Wednesday, the 28th instant. Mr. J. H. M. Ryan was in the chair. Three members of the Committee who vacate their seats were re-elected for a further period of three years. The Report for 1902 and the Auditor's Report were considered and adopted.

The number of pupils in the College and Boys' School was 147 against 185 in the previous year. The general efficiency of the institution and its tone and discipline were reported on favourably by Mr. E. H. Elliot, B.A., acting Inspector of Schools. He drew attention to certain unsatisfactory features in the conditions under which the institutions were

worked. There were several changes in the staff during the last year, owing to the resignation of Mr. S. P. D'Sylva, and to the Principal having been granted a year's furlough. In regard to the Girls' High School the number of pupils on the rolls was 136 against 159 in the previous year, the decrease being mainly due to the withdrawal of the Native Christian girls temporarily admitted. Miss Carr, Inspector of Girls' Schools, reported favourably on the efficiency of the school, as also on its tone and discipline; but in regard to certain subjects in certain classes her report was not very satisfactory. There were changes in the staff consequent on the absence of Miss Stewart on leave and the resignation of Miss Reeves, the music mistress. In connection with the financial condition of the institutions the year opened with a debit balance of Rs. 920 and closed with a credit balance of Rs. 478. The ordinary income and expenditure do little more than balance each other, and the Committee looks to increased numbers in both institutions to enable it to effect desirable improvements. The receipts for the College and Boys' Schools were Rs. 13,156, and for the Girls' High School Rs. 7,586; other receipts amounted to Rs. 13,544, making a total of Rs. 34,286. The disbursements show an expenditure of Rs. 19,510 for the College and Boys' School, and of Rs. 11,420 for the Girls' High School. Other charges amounted to Rs. 1,958. The total expenditure was, therefore, Rs. 32,888, and with Rs. 920, the balance on 31st December, 1901, totals Rs. 33,808.

On Monday afternoon, February 9th, His Excellency the Governor, accompanied by Captain the Hon'ble R. Lygon, A.-D.-C., paid a visit to the Presidency College. The Hon'ble Mr. J. B. Bilderbeck, the Principal, with Mr. E. W. Middlemast, Dr. S. Sathianadhan and Mr. E. H. Elliot, received His Excellency at the entrance and conducted him upstairs to show him round the various classes at work. Altogether, an hour was spent in going round the class rooms, laboratories and library.

His Excellency was next conducted to the College Hall, where all the Professors and students were assembled. On behalf of the students, a senior student read a short Address of Welcome to His Excellency, from which we take the following:—

"We are aware of the deep interest Your Excellency has always evinced in the cause of education, and it is needless to point out that this institution, during the 62 years it has been in existence has done much to further the cause of higher education in this Presidency. The proficient and graduates of this College have by their ability and attainments, and by their high sense of duty and loyalty, distinguished themselves in various capacities not only in the service of the British Government but also in the service of Native States. The College still continues to maintain the prestige of the past and has a bright future before it. We have no doubt that this visit of Your Excellency to our College will deepen your interest in it, and we beg, therefore, to thank Your Excellency for this honour you have conferred on us."

His Excellency in reply said:—

I thank you for the kind words of greeting which have just been read to me on behalf of you all. You will, I am sure, believe me when I say that it has not only been a matter of great interest but also a real pleasure to me to see the inside of this building, which I see almost daily from outside, and particularly to see its present occupants engaged in their every-day labours. That I have not paid you an earlier visit has been due partly to the force of circumstances and partly to my belief that it would be more useful to me to come here when I had acquired a better knowledge of the educational system of this Presidency and had seen something of the other schools and Colleges, for visiting which I could not choose my own time. It is therefore not on account of a lesser interest that my visit to the Presidency College has been postponed until to-day, but, on the other hand, I am not going to tell you that I have come here with a greater feeling of interest than I have experienced at other institutions. I have it in mind that one of my predecessors was severely taken to task for saying that the Presidency College occupied a specially warm place in his affections, or rather in the affections of Government, and I have no wish to provoke a similar misunderstanding. It is the hope and endeavour of Government now, as it was then, to be thoroughly impartial in their dealings with the educational institutions of the Presidency, and rather than run the risk of any imputation to the contrary, I shall refrain from remarks which might be taken as invidious comparisons. The efficiency and success of the College in the present, as in the past, is a legitimate cause of pride to you and your Professors, and I am glad to see that you are sensible of this prestige and are anxious to maintain it. It is right and proper, and no more than should be expected, that the Presidency College should maintain a high reputation and set a high example. But the thing which pleases me most in your brief Address is your reference to the former students who have distinguished themselves in life. If, indeed, your pride in their achievements and the tone in which you express it is, as it seems to be, the keynote of your corporate existence, then you have a spirit which will ensure success in the future, not only to your College but also to its individual members. It is a curious thing that there should be no expression in the English language for that which the French call *esprit de corps*, for nowhere is that potent spirit of local and corporate patriotism so strongly developed as in the Anglo-Saxon race. I am convinced that there is nothing which is more important for the future of India than that her young men should be brought up in that spirit. The subject is a large one and I can hardly dilate upon it now, but I am sure that you, who are proud of the literary ability and public achievements of those whom we should call in England the "Old Boys," and who are learning to pull together in the cricket and football fields and on the running path, are well able to understand how much you can achieve by *esprit de corps*. And in this connection I should like to say with what pleasure I have heard

a few minutes ago from your Principal of the efforts made by the former students to collect money for building a cricket pavilion and for establishing a fund so that athletic sports can be held annually; but I daresay you are aware that I have had a weakness for athletic sports in my time and, therefore, this endeavour on the part of old students, which I hope will be supported by you all, is one which has my very hearty sympathy. There is a great deal more to be learnt at College than the literary attainments which will enable you to earn your livelihood and to take your places as fit members of educated society. The development of character is an equally important function of education, and the development of character depends upon your relations with one another both at work and at play. Those of you who will look beyond their own individual interests will learn that in all the relations of life some must lead and others must follow, some must command and others must obey, but in learning this they will also see that every man has his duties and his opportunities in the social system, and that every man can do something for the good of the corporate whole, whether it be his school, his profession, his class or his country. The ablest strategy will not avail the General unless his soldiers are staunch and true, and the proudest works of the engineer and architect may fail if even the humblest of their subordinates should be remiss in his duty. As in the smaller concerns of ordinary life so in the greatest concerns of nations, it is not the power and ability of individual great men so much as the spirit which animates the whole body of people which brings about new ideas, reform, progress and prosperity. I hope that the students of the Presidency College will furnish a large and constant succession of men who will emulate the example of Sir Madhava Row, Sir Seshia Sastri, Sir Muthusawmy Iyer, Sir Seshadri Iyer, Sir Bashyam Iyengar, Dewan Bahadur Srinivasa Raghava Iyengar and the many other "Old Boys" whose names are familiar to you. And I wish you one thing more, and that is that among the students of the Presidency College there will be developed a bond of fellowship which will not only be pleasant to you throughout your lives but will also serve to remind each and every one of you that he shares in the honour and prestige of the College, and is bound to maintain it in his life and actions.

Before Lord Amthill left the hall the Hon'ble Mr. Bilderbeck called for three cheers for His Excellency, which were heartily given by the students.—*Madras Mail*.

An 'Emergent' Meeting of the Senate was held on Wednesday, January 28th, to consider a reference from the Director of Public Instruction, forwarding a copy of the communication from the Government of India, requesting the opinion of the Senate on some particular points affecting Madras in the Universities Commission's Report. In the absence of Mr. Rev. Dr. Miller, the Vice-Chancellor, the Hon'ble Mr. G. H. Stuart was unanimously voted to the Chair.

In opening the meeting, the Chairman said that the meeting had been called to consider three points in connection with the Report of the Universities Commission. It would be necessary sometime, if not very long hence, for the Senate to consider the Report as a whole; but the Government of India desired the opinion of the Government of Madras particularly on three questions; and the latter desired, if possible, that the opinion of the University should be obtained. He was sorry that in consequence of his absence the question had not been referred to the Senate sooner. He had not expected to be able to get any opinion of the Senate at all by the time when the Government of Madras wished to have the papers before it. He had, therefore, asked if he could obtain, at least, the opinion of the Syndicate, leaving the whole Report to be referred to the Senate at a subsequent meeting. But the Syndicate had thought it better to call an urgent meeting of the Senate to consider and discuss the three points which were:—

(1) The question of the affiliation of the Colleges and Schools in Ceylon—which as they knew were affiliated at present to the University of Calcutta—whether they should be affiliated to the University of Madras or not.

(2) The question of what was called by the Universities Commission Examination by "compartments" in the B.A. Degree, and

(3) The very large question of the inclusion of the vernaculars in the University Examinations.

He believed that it might perhaps be possible to obtain the opinion of the Senate at once on the first two of the questions. But he confessed he had no hope of coming to any opinion at that meeting on the third question.

The Rev. J. M. Russell moved that "It is both desirable and expedient that the schools in Ceylon should be recognised by the University of Madras and that the Colleges there should be affiliated to the Madras University rather than to the Calcutta University."

Dewan Bahadur V. Krishnama Chariar seconded the proposition.

Mr. Justice Benson enquired whether the Madras University would gain anything by thus facilitating the affiliation of the Colleges in Ceylon. He feared it would be bringing in a somewhat incongruous element, and he could not see where any advantage accrued to this University. It would be practically impossible for this University to exercise any authority or supervision over the Colleges in Ceylon.

The Rev. F. W. Kellett said that it was not likely that any gentleman from Ceylon would attend the Senate Meetings in Madras. They did not expect that any great gain would be derived from the affiliation of Ceylon Colleges. But if Ceylon Colleges were to be affiliated to an Indian University, and if the Government thought it necessary to affiliate them to the nearest University, the Madras University might say that it had no objection to the course. He accordingly moved as an amendment "that while the Senate considers that the affiliation of

Colleges in Ceylon to this University would raise many difficulties, it is of opinion that unless the Colonial authorities are prepared to make some more suitable provision for their needs, it would be more natural that they should be affiliated to the Madras University than to Calcutta."

Dr. S. Sathianadhan enquired if the Madras University was prepared to undertake the supervision of the Colleges in Ceylon. It seemed to him that it would be as difficult for Madras to do this as it would be for Calcutta. He, however, seconded Mr. Kellett's amendment which was first put to the meeting and carried as an amendment, and subsequently as a substantive motion.

The Chairman said the Senate had two other questions to decide, viz., (1) The question of examination by compartments, and (2) of the Indian vernaculars.

The Hon'ble Mr. J. B. Bilderbeck remarked that as these two questions were complicated and in some instances disputatious, it would be advantageous to refer them to a Special Committee of the Senate with instructions that it might formulate definite propositions to the Senate. He accordingly moved "that to consider the remaining two questions which have been referred to the Senate, a Special Committee be appointed and that it might be asked to submit definite propositions thereon for the consideration and orders of the Senate at an adjourned meeting, the Committee to consist of the following gentlemen:—The Hon'ble Mr. G. H. Stuart, Dewan Bahadur V. Krishnama Chariar, the Rev. Canon E. Sell, Sir V. Bhashyam Iyengar, the Hon'ble Mr. J. B. Bilderbeck, Sir S. Subramaniya Iyer, Lieutenant-Colonel H. D. Love, R.E., Mr. Justice Benson, Mr. E. Marsden, Rev. Father J. D. Sewell, the Hon'ble Mr. C. Sankara Nair, the Hon'ble Mr. R. V. Srinivasa Iyer, Mr. J. H. Stone, Mr. R. A. Nelson, Mr. S. Rungiah Chettiar, Mr. H. J. Bhaba, the Rev. L. B. Wolfe, Lieutenant-Colonel J. Maitland, I.M.S., Mr. B. Hanumanta Rao, Dr. S. Sathianadhan, Mr. M. Rangachariar, the Rev. F. W. Kellett, Mr. P. S. Sivaswamy Iyer, Mr. E. W. Middlemast, Rai Bahadur K. Virasalingum Puntulu, the Rev. E. M. Macphail, Mr. S. Mangesha Rao, Mr. J. M. Velu Pillai, and Mr. L. D. Swamikannu Pillai.

The Hon'ble Mr. R. V. Srinivasa Iyer seconded the motion.

The Hon'ble Mr. J. B. Bilderbeck also moved "that the Special Committee already appointed be also requested to consider the Report of the Universities Commission in view to framing propositions on some of the questions raised in the Report for early submission to the Senate at a meeting to be convened for the purpose."

Mr. P. S. Ganapathy Iyer seconded the motion which was carried.

The Senate then adjourned to the 11th February. On that date it met again at the Senate House, with the Rev. Dr. Miller, Vice-Chancellor, in the Chair, to consider the Report of the Special Committee.

The Special Committee had met twice, and, after full discussion of the questions referred to it, submitted for the consideration of the Senate the following Resolutions, together with a statement of reasons in support of the Resolutions:—

EXAMINATION BY "COMPARTMENTS."

The Senate disapproves of the recommendation of the Universities Commission that the system of "examination by compartments," as it has been described in the Report of the Commission, should be abandoned.

The reasons advanced against the system in Section 186 of the Universities Commission Report are:

(i) That it "works badly, in so far as it tempts men to try their chance in all three divisions, in the hope of securing a pass in one or two;"

(ii) that "the object of an examination is to ascertain whether the candidate possesses all the knowledge which may fairly be expected of him at the stage which he has reached;"

(iii) that "a man who passes in all his subjects at one time gives better evidence of the soundness of his general education than the man who can only pass in the subjects taken separately."

In reply to these arguments, the Senate wishes to state emphatically that the experience of the working of the system in this University does not justify the inference that "it works badly" and that even if it be admitted that, in some cases, men are tempted to try their chances in all three divisions, the evil is to be ascribed, not to any inherent vice in the system, but to a laxity of control or an injudicious leniency on the part of the authorities in the Colleges sending up students for examination. In the second place, the Senate cannot accept the view expressed by the Commission in respect to "the object of an examination," for neither in theory nor in practice is it the end of an examination "to ascertain whether a candidate possesses all the knowledge which may be fairly expected from him" at a given time. Further, the Senate is of opinion that while it may be accepted as a self-evident truth that a candidate who passes in all his subjects at one time is possessed of greater capacity of a certain kind than one who can pass his examination only by taking the divisions separately. It is by no means true that "the general education" of a candidate of the class first described is "sounder" than the general education of a candidate who, of his own motion, or at the suggestion of the authorities of his College, elects to take his divisions separately.

The principle underlying the so-called "compartment system" is operative in many of the examinations of the Universities of Great Britain and America, in which the subjects prescribed for a degree examination are divided into groups of subjects in which candidates are examined at different stages in their University course. The special application of this principle which has, for several years, been in operation in the B.A. examination of this University has been found to work satisfactorily. The system has the distinct advantage of allowing

students to specialise in one or more of the divisions of the B.A. examination. In the present circumstances of this Presidency, not many students can be expected to read for the M.A. degree, and it seems, therefore, wise and prudent to encourage a system which makes it possible for a student to obtain a more thorough training, while he is still attending a College and is reading for his B.A. degree.

The Vice-Chancellor said that it was necessary that the Report should be formally presented by some member of the Committee.

Mr. J. H. Stone moved and Mr. M. Rangachariar seconded the first Resolution.

Mr. W. B. Morren moved as an amendment to the statement of reasons in support of the first Resolution that at the end of the first sentence the following be added:—"It is perhaps not unnecessary to point out that if the recommendations of the Commissioners were adopted, men would have no option but to try their chances in all the three divisions, and many of them would have to do so with no higher expectation than that of obtaining a bare pass in each of the three branches."

Mr. P. S. Ganapathy Iyer seconded the amendment, which was put to the meeting and carried.

Mr. Morren next proposed another amendment that after the words "at a given time," in the middle of the first paragraph in the statement of reasons, the following words be added:—"Such is not the object even of an examination at the beginning of the University Course, and much less the object of the degree examination. The capacity to correlate facts and apply principles is at this stage of much more importance than the mere possession of so much knowledge."

The amendment, which was seconded by the Rev. F. W. Kellett, was put to the meeting and lost.

Mr. W. B. Morren next proposed another amendment that the following words be added after the words "separately," at the end of the first paragraph in the statement of reasons:—"It does not follow that a candidate of the former class is more capable on the whole than one of the latter class or that he has obtained a sounder general education than a candidate who of his own motion, or at the suggestion of the authorities of his College, elects to pass in each subject separately."

The amendment fell to the ground for want of a seconder.

DR. MILLER'S OPINION.

Before the proposition as amended was put to the meeting, the Vice-Chancellor, the Rev. Dr. Miller, vacated the Chair (Mr. J. H. Stone taking his place for a few minutes), and made the following remarks:—

"As a Fellow of the oldest standing in the University, and as one who, in the capacity of a teacher, has had the most experience of the old system, which it is proposed now to re-introduce, I should like to state my opinion distinctly and emphatically. It is entirely in accordance with the Report of the Com-

mittee and against the proposal of the Commission to change what we have found by experience to be a most admirable and useful method of examination, though certainly that method of examination should not be applied to lower examinations. I desire to bear my testimony, after the long experience that I have had of both the systems, that nothing of this kind, nothing in the shape of arrangements, has done anything approaching so much good to the students of this University as this arrangement which is called by the name, new to me, of "examination by compartments." It has done good—enormous good; it is capable in years to come if properly adopted, and its capacity is used by different Colleges, of doing infinitely more good. I desire, after 40 years' experience of such matters, to say distinctly and without hesitation that the re-introduction of the old "stuffing" system in which there is no opportunity of specialising, in which no freedom was allowed to students and which this University, after trying, has unanimously condemned, the re-introduction of that system would be one of the greatest possible blows and misfortunes to liberal education throughout Southern India."

The Vice-Chancellor then resumed his seat and put the amended Resolution to the vote, and it was carried unanimously.

THE QUESTION OF THE VERNACULARS.

The Rev. E. M. Macphail moved the second Resolution submitted by the Committee, which ran as follows:—

"That the Senate cannot accept the recommendations of the Universities Commission in paragraphs 89 and 94, 95, 96, but is prepared to re-consider the whole question of the position of the second languages in the University curricula."

He explained that there had been some want of unanimity in the Committee as to the exact attitude to be adopted in that matter. But that there were some anomalies in the present system they all recognised, and hence the proposal to re-consider the whole question of the position of the second languages.

Mr. W. B. Morren seconded the proposition, which was carried unanimously.

In reply to an enquiry from Mr. M. Rangachariar, Mr. J. H. Stone informed the meeting that it was generally understood amongst the Committee that the statement of reasons in support of the first Resolution should also be forwarded to the Government.

The meeting was then dissolved.

BOMBAY.

THE Government of India have approved the selection of Mr. and Mrs. Dickson as headmaster and mistress of the Abu Lawrence School in succession to Mr. and Mrs. Eaglesome.—*B. G.*

MR. WADDINGTON, the Principal of the Rajkumar College, has been appointed Principal of the Mayo

College, Ajmere. Principal Gunion or Mr. Mayne is likely to succeed Mr. Waddington. The new Principal will have the assistance of an English gentleman as the Vice-Principal and a staff consisting of graduates only. This is said to be the result of Lord Curzon's desire to ameliorate the condition of the Princes in the Rajkumar College.—*A. J.*

THE Bombay University Senate held its annual meeting on January 24 in the Sir Cowasjee Jehangir Hall, the Rev. Dr. Mackichan, the Vice-Chancellor, presiding.

The Rev. Father Dreckmann moved that the following bye-law be inserted between bye-laws 91 and 92: "Such days within the first term as are included in the Coronation Durbar holidays of 1903 shall be granted by the heads of all colleges as days of attendance."

Rao Bahadur V. J. Kirtikar seconded the proposition which was carried.

Rao Bahadur Vasudeo J. Kirtikar moved that as recommended by the Syndicate, the Sind Law class be recognized in the Faculty of Law for the purposes of the First LL.B. Examination for a period of three years commencing with January 1903.

The Rev. Father Dreckmann seconded the proposition, and it was carried.

This concluded the business before the meeting.

LORD DAVEY recently visited Mr. Adamji Peerbhai's tent factory at Baboola Tank, as also his Arabic School. The premises were tastefully decorated for the occasion, and on his arrival Lord Davey was received by Mr. Adamji and his sons and conducted to the hall, where the boys recited a poem composed in his honour. The school is located in the sanitarium endowed by Mr. Adamji Peerbhai at Charni Road at a cost of three and a half lakh of rupees. It is the only school of its kind, where the boys are taught, housed, fed, and clothed. They are taught to read the Koran, with its meaning in Gujarati, and Arabic literature of a high class, as well as Mahomedan theology. Arrangements are also made for the teaching of architectural drawing and English to the advanced students, and the institution thus supplies both educational and religious requirements. Many of the boys who have passed out of the institution are now filling responsible and highly paid appointments in Bombay, Calcutta, Madras, Colombo, Rangoon, Zanzibar, and other places. Mr. Adamji takes a particular interest in these boys. He has already applied about six lakhs of rupees to the purposes of the school and for the general benefit of the boys educated therein. The school is maintained at an annual cost of Rs. 35,000.

Those present having been introduced to Lord Davey, one of the ex-students of the school, now holding the position of a teacher, stepped forward and read an address, which was encased in a beautiful silver casket.

Lord Davey in reply, thanked Mr. Adamji and his sons on behalf of himself and Lady Davey, and apologised for the latter's absence. It gave him great pleasure to inspect such a unique institution,

which deserved to be brought before the notice of the public. He always took an interest in the education of Mussulmans, and was glad to see that what the promoters of the Aligarh College wished to attain. Mr. Adamji was, on a modest scale, unostentatiously providing for the benefit of his own community.

A MEETING of the Senate of the Bombay University was held on the 12th January in the Sir Cowasjee Jehangir Hall of the University, the Rev. Dr. Mackichan, the Vice-Chancellor, presiding.

The Senate considered a letter from the Bombay Government communicating the observations of the Governor-General in Council on certain points dealt with in the Report of the Indian Universities Commission, and requesting that the Senate would favour Government with their views on the same and upon such of the recommendations made in the Report as did not meet with their approval. The Government invited the attention of the Senate to paragraph 157 of the Report of the Commission, in which they recommended the abolition of the "Previous examination" prescribed by the Bombay University for students who had passed the Entrance examination and were proceeding to the F.A. or Intermediate examination. The Government had also drawn the attention of the Senate to paragraphs 24, 26 of the Report in which the Commission suggested that the Universities might justify their existence as teaching bodies by making further and better provision for advanced course of study, and by promoting the formation of Central Schools for this purpose.

Mr. Chimanlal H. Setalvad moved that a Committee consisting of the following gentlemen be appointed to consider and report on the reference, and that the Report be submitted before the 30th instant:—The Hon'ble Mr. Justice Tyebji, the Hon'ble Mr. P. M. Mehta, the Hon'ble Mr. Justice Chandavarkar, the Rev. Father Dreckmann, Principal Macmillan, Principal Sharp, the Rev. Scott, Rao Sahab V. J. Kirtikar, the Hon'ble Sir Bhalchandra Krishna, the Hon'ble Mr. G. K. Gokhale, Colonel H. P. Dimmock, Mr. N. V. Gokhale, the Hon'ble Mr. G. K. Parekh, the Hon'ble Mr. D. A. Khare, the Hon'ble Mr. H. S. Dikshit, Mr. Jamietram Nanabhai, Mr. Rustoj K. R. Cama, Mr. D. S. Padhye, Mr. Shamsoo Vithal, Dr. Masina, Dr. Sorab Nariman, Mr. C. H. Setalvad, Mr. Mohamed Hussen Hakim, and Prof. O. V. Muller. Mr. Setalvad said as the matter to be considered was of great importance, and affected the vital interests of the Senate, he had included in the committee representatives of the various Faculties of the University.

The Hon'ble Mr. Mehta seconded the proposition, which was carried.

THE Committee of the Bombay University Senate appointed to consider and report upon the letters from Government regarding the Universities Commission's recommendations, have sent in a long

representation, in the course of which they say that the Senate is of opinion that the Senate, as at present constituted, has on the whole worked well, and that the various necessary elements, and especially educational and Government interests, are adequately represented on it, and disapproves of the recommendation to abolish the present Senate and appoint a new one consisting of 100 members. It however recommends, that the number of Fellows be limited to 200, exclusive of *ex-officio* Fellows, as proposed in the draft Bill prepared by Sir Raymond West. It also recommends that a liberal proportion, say one-half, of the Fellowships, should be filled in each year, by election, by Graduates, and approves of the recommendation that election by Graduates should have statutory recognition, and that provision should be made, as far as possible, for a proportionate representation of the different Faculties. The Senate is also of opinion, that the Bombay Syndicate of 15 members, as at present constituted, has worked well, and that the present Bombay system should be substantially maintained. It disapproves of the recommendation that the Syndicate should prescribe a minimum rate of fees for affiliated colleges. It also disapproves of the recommendations that no second-grade colleges should be affiliated in future, and that the present second-grade colleges should either be turned into full colleges, or cease to exist. The Senate agrees with the Government of India that, if requirements of efficiency are satisfied, there is no reason why second-grade colleges should be refused affiliation. It is strongly of opinion that each University should have full power and liberty to lay down and settle its own courses of studies and examinations according to local needs and circumstances, and that it should have such power and liberty specially in reference to matters contained in Sections 117, 119, 136, 162, and 174 of the Commission's Report. It is unable to approve of (1) the exclusion of History and Political Economy from the compulsory Arts course; (2) the exclusion of French as an alternative for a classical language, except for female students. The Senate is of opinion that elementary science should be retained in the matriculation examination. That as regards the question of previous examinations, the Senate, as has already been stated in proposition 11, is of opinion that all such questions must be determined by the local University; but so far as the Senate is concerned at present, it thinks that in a four years' course the abolition of previous examinations is most undesirable. That the Senate is also of opinion that there should not be a minimum age limit for appearance at the matriculation examination, but that if there is to be a limit it should be 15 years as recommended by the Commission. The Senate disapproves of the recommendation to have a general college of law and to give it the monopoly of legal education; and it considers that the test of efficiency propounded by the Commission is misleading, and it strongly thinks that the measures recommended by the Commission, which will have the result of narrowing the popular basis of higher education, would be highly detrimental to the best interests of the country.

BENGAL.

ON the results of the Premchand Roychand Studentship Examination of 1902 in scientific subjects, a studentship of Rs. 1,400 a year, tenable for two years, and the Mount Medal have been awarded to Jatindranath Sen, M.A., of the Presidency College, Calcutta.

BISHOP'S COLLEGE has observed its 82nd anniversary. There was a Choral Celebration of the Holy Communion in the morning when the Bishop of Calcutta celebrated and preached. The service for the Commemoration of Benefactors was read by the Officiating Principal, the Rev. R. Gee, in the presence of a large number of ex-students, the oldest student present having been at the College in 1854. At night the school premises were illuminated and the boys had their special "Coronation dinner." Consequent on his recovery from illness the Principal (the Rev. W. Nanson) has been ordered by his medical advisers a year of complete rest in England. Mr. Nanson will spend the winter at Cairo, and visit England in the late spring.

WE regret to learn of the death on the 31st ultimo, of Rai Bahadur Lal Madhab Mookerjee, L.M.S., F.C.U. Dr. Mookerjee was born in 1841. His family claims descent from the ancient house of Sriharsa, the foremost religious leader and the profoundest scholar of the day, who came to Bengal from Kanouj at the request of the famous King Adisur of Bengal in A.D. 994. Dr. Mookerjee successfully graduated in medicine in the Calcutta University in 1866, and his brilliant career in College led to his being appointed Medical Officer in charge of the Famine Hospitals that were opened at Chitpur and Sealdah for the relief of the famine-stricken thousands during the disastrous Orissa Famine of 1866. His special aptitude and diligence as a student of ophthalmic surgery and medicine led to his appointment as Resident Surgeon of the Calcutta Ophthalmic Hospital in Halliday Street. Dr. Mookerjee, after thirteen years of service at the Calcutta Ophthalmic Hospital, was appointed to the Chair of Ophthalmic Medicine and Surgery in the Campbell Medical School, and after three years of work at the Campbell Hospital and School he retired from Government service and took his place among the independent practising physicians of this city. In 1879, Dr. Mookerjee was elected a Municipal Commissioner for the town of Calcutta. He was the first Indian gentleman who was elected to the Presidency of the Calcutta Medical Society.—E.

ON the 29th the Annual Athletic Sports were held in the spacious grounds of the Central Hindu College, Benares, where the brightly coloured dresses of the spectators, the pretty flags with the College colours of violet and gold, and the smart sashes of the Stew-

ards of the Field combined with the brilliant sunshine to make an attractive picture, and the music of the local band added to the enjoyment of the throng of eager students. After the usual trials of skill, including a well contested three mile Bicycle Race, a Foot Race of one mile, and others for different classes, Jumping, Tennis and Football competitions, etc., the prizes were distributed by Mrs. Annie Besant, President of the Board of Trustees, amid much applause. A new feature that was introduced this year was the Flag-drill, the younger boys carrying flags "marched past" the saluting point in Companies, each headed by a Captain with coloured shoulder-sash.

IN order to carry out a recommendation of the Simla Educational Conference of 1901, which was also approved by the Government of India, the Lieutenant-Governor of Bengal has been pleased to direct that all new teachers to be appointed in future and who are to teach English or other subjects through the medium of English in Secondary Schools, whether managed directly by the Education Department and by the District Boards and Municipalities, or aided by the Department or such local bodies, must have passed an oral examination in English idiom and pronunciation and hold certificates to that effect. It is proposed to enforce this rule from 1st April, 1903. Masters who will teach only through the vernaculars are exempted from this examination. The Colleges and Offices below named are fixed as permanent centres for practical purposes, for holding the examination above prescribed, as in them European Officers of the Indian Educational Service appointed from England will ordinarily be available to conduct the Examination:—Calcutta: Presidency College, Calcutta, and Calcutta Madrasa—European Principal and European Professors. Office of Inspector of European Schools, Bengal. Patna: Patna College—European Principal and European Professors; and Office of European Inspector of Schools, Patna Division. Jalpaiguri: Office of European Inspector of Schools, Rajshahi Division. Dacca: Dacca College—European Principal and European Professors. Kurseong: Victoria Training College—European Principal and European Teachers.

A MEETING of the Senate of the Calcutta University was held at the Senate House, College Square, on Saturday, January 24, at 3 p.m. There was a full attendance of Fellows, and the Hon'ble the Vice-Chancellor presided.

The Officiating Registrar Mr. K. C. Banurje opened the business of the meeting by reading a letter from the Officiating Secretary to the Government of India in the Home Department, intimating for the information of the Senate, that the Governor-General in Council had been pleased to reappoint the Hon'ble Mr. Thomas Raleigh, C.S.I., to be Vice-Chancellor of this University.

The Vice-Chancellor, Hon'ble Mr. T. Raleigh expressed the hope that his second term of office would be as pleasant as the first.

Dr. Ashutosh Mukerjee then moved the adoption of the following recommendation of the Syndicate: "That in Rule 1 of the Rules for the affiliation of Colleges (p. 91, Calendar, 1902), after the word 'Engineering,' the words or 'a Department of Engineering' be added."

Babu Saligram Singh seconded the motion, which was put and carried.

SYLLABUS IN PHYSICS.

The Rev. Fr. Lafont moved that the following recommendation of the Syndicate be adopted, namely, that the following syllabus in Practical Physics (a printed list of which was given) be prescribed for the B.Sc. Examination.

Dr. J. C. Bose opposed the recommendation, as, in his opinion, the proposed course was much too difficult. It was essential to encourage students to take up the B.Sc. course by making it sufficiently easy at the beginning. Even as it was, out of 12 students who had presented themselves for the last B.Sc. Examination only two had passed, although he had heard that the candidates were of a superior class. The wisest step, therefore, would be to allow the present course to continue.

Babu Gobind Chander Dass supported Dr. Bose. The proposed Syllabus would, he said, add considerably to the existing course, and, remembering the failures of the past year, he did not think it would be advisable to make the course higher.

Mr. Kuchler controverted the statements of the last two speakers. He did not think the proposed Syllabus was at all high. On the contrary, it was the Syllabus which was used in other Universities for the intermediate, and not the B.Sc., course. It was likewise the Syllabus which had been actually followed in the Presidency College laboratory. Any student who took an intelligent interest in his work could master the course in thirty lessons. The existing course in practical work was ludicrously inadequate, and the University ought not to send out into the world young men with degree of B.Sc. whose knowledge of practical physics did not extend beyond that course. With regard to the last B.Sc. Examination, as the students referred to were his own he was in a position to state that they were anything but a superior class—quite the reverse. The real reason of their failure was that they had shirked the work assigned to them in the laboratory. He trusted the members of the Senate would not lend themselves to a depreciation of the standard.

Dr. Ashutosh Mookerjee moved that the subject be referred back to the Board of Studies.

Moulvie Siraj-ul Islam, Khan Bahadur, seconded the amendment, which was supported by Babu Devapersad Sarbadhicari.

The amendment, on being put to the vote, was carried by a large majority.

MISCELLANEOUS.

The following recommendations of the Syndicate were then formally put and carried: (1) that Miss Alice C. Vannitamby who has passed the Senior Local Examination of the Cambridge University in December 1901, be permitted to appear at the F.A. Examination of this University in 1904 without being required to pass its Entrance Examination; (2) that the undermentioned female candidates who were successful at the last B.A. Examination be admitted to the degree of Bachelor of Arts:—Gladys Hardinge, Rangoon College; and Hridaybala Basu, Bethune College; (3) that certain mentioned successful candidates at the last B.A. and M.A. Examinations who had not prosecuted a regular course of study in an affiliated institution, be admitted to their respective degrees; (4) that Tarinichar Das, who passed the first L. M. & S. Examination in 1900, the first M.B. in 1901, and the second L. M. & S. Examination in 1902, may be permitted to appear at the ensuing second M.B. Examination without further attendance at lectures; and (5) that W. A. Rodippily may be permitted to appear at the F.A. Examination of this University without being required to pass its Entrance Examination, on the ground of his having passed the Senior Local Examination of the Cambridge University.

BURMA AND ASSAM.

The Twelfth Annual Athletic Meeting of the Burma Schools Athletic Association was held on the 9th and 10th instant, and on the final day the parents, relatives and friends of the boys, as well as the general public, assembled in pretty good force to witness the sports, and to listen to the strains of the Burma Railways Band.—R. T.

It is to be hoped that something will be done to encourage the study of science in Burma. Government has recently spent a large sum in fitting up a laboratory at the Rangoon College, and for years past an able Professor of Chemistry has been maintained on the staff of the College. But now it is proposed to exclude physics and chemistry from the B.A. course and confine them to the B.Sc. course. In that the examination in chemistry is partly practical, and as the Calcutta University has hitherto refused to hold its practical examination in chemistry in Rangoon, it follows that no student in the Rangoon College could take his B.Sc. degree without going to Calcutta. The natural result of such a restriction as this would be that no one in Burma would take science at all. They would all be virtually compelled to select the B.A. course and to study philosophy instead of science. It is impossible to conceive anything more prejudicial to the best interests of higher education than this. It is more science and not more philosophy that Burma, in common with all the rest of Asia, so badly needs, and yet here in the one Province of the Indian Empire, which has always had a very widely diffused indigenous education, and where consequently the

average standard of intelligence is comparatively high, it is proposed practically to exclude science from higher education and to give only philosophy.—R. G.

The central fact to be learnt from the lengthy quinquennial Report on Education in Assam, recently issued over the signature of Mr. Prothero, is that the light of public instruction is dawning but slowly in that part of India. Between 1892 and 1897 the number of children receiving such instruction in Assam rose from 83,638 to 103,541. Last year the total was 108,020, an increase of only four per cent., while the number of schools actually decreased. Moreover, such increase as is recorded amongst the pupils occurred in the secondary rather than in the more needed primary schools. The unsatisfactory condition into which the latter have been allowed to fall is shown by the fact, revealed by the Census, that in the important Districts of Sibsagar and Sylhet the proportion of the general population who can read and write is lower now than in 1891. The Assam Government admit these facts and are fully alive to their significance. A Resolution of the Chief Commissioner appended to the Report states that the improvement of lower primary education has engaged a large share of Mr. Fuller's attention since he took charge of the Province, and enumerates the principal features of an extensive scheme, drawn up by Mr. Cotton and now under consideration, for increasing the emoluments of the teachers. The question is almost entirely one of finance, but the sum concerned is not very large, the total provincial contribution to the education of the people of Assam in 1901-02 having been only Rs. 2½ lakhs.—*The Statesman*.

THE PUNJAB AND UNITED PROVINCES.

As a further encouragement to Urdu moral literature the Lieutenant-Governor of the Punjab has sanctioned a reward of Rs. 250 to Mr. Ahmed Hussain Khan, B.A., of the Divisional Court, Lahore, son of Dr. Muhammad Hussain Khan, Honorary Magistrate, and author of over a hundred books in poetry and prose.—I. D. T.

SIR CHARLES RIVAZ opened the new Boarding House, named Newton Hall, of the Forman Christian College at Lahore. The Principal referred to the former Boarding House accommodating only 60 while the present one accommodates 160 inmates. Sir Charles Rivaz dwelt on the importance of such institutions, to the good results of College teaching and its efficiency, and to the help accordingly given by Government. His Honour, continuing, said:—"If it should be possible to pave the way for the establishment of a Teaching University by a system of inter-College work, I am confident we can count on the ready co-operation of the managers of the Forman College."

From the Punjab Census Report it would appear that, in regard to female education, the Jains easily take the lead, with 174 literates to every 10,000 of their women, the ordinary average being only 34 per 10,000. But a correspondent has pointed out that "the ignoring of the Indian Christian figures is doubtless due to the fact that the Report itself, in dealing with female literacy, makes no clear distinction between native and foreign Christians." The figures for Indian Christians show a proportion of 1,135 literates for every 10,000 women; being 6½ times that of the Jains and 33 times that of the total female population.

THE Annual Meeting of the Trustees of the Mahomedan Anglo-Oriental College was held on the 25th January in the Mahdi Manzil of the College at Aligarh. The new draft rules, and regulations of the College as framed by the Select Committee, of which body Mr. Syed Mahamud was the President were placed before the Trustees who withheld their sanction to it and directed the matter to be brought up at the next Annual Meeting for final disposal. Nawab Mohsin-ul-Mulk informed the Meeting that from the date of the death of Sir Syed Ahmad Khan Bahadur, up to the present time Rs. 4,23,386-12-0 had been subscribed, that is, Rs. 1,61,550 belonged to the Sir Syed Ahmad Memorial Funds, Rs. 1,08,886-4-0 to scholarships and buildings, etc., and the monthly income of Rs. 420 granted,—viz., by His Highness the Nawab of Rampur Rs. 100, by His Highness Sir Aga Khan of Bombay Rs. 250, by His Highness the Nawab of Jaora Rs. 50 and by His Highness the Nawab of Maller Kotla Rs. 50,—on being capitalised would amount to Rs. 1,52,900-8-0. "There is every hope," he said, "that the current year will bring to us a much larger sum of money." On hearing which the Trustees were much gratified and passed a vote of thanks to the Princes above named. They had invited His Highness the Nizam of Hyderabad, as well as His Royal Highness the Duke of Connaught to visit and inspect the College, but owing to want of time the invitations were not accepted.

The Right Hon'ble Sir Michael Hicks-Beach, M.P., paid a visit to the College, and after being conducted over the College, boarding-houses, class rooms and playing fields, attended a meeting in the Strachey Hall. A formal welcome on behalf of the Trustees of the College was offered in English to the distinguished visitor by the Personal Assistant to Nawab Mohsin-ul-Mulk. Sir Michael Hicks-Beach spoke in reply as follows:—

"Mr. Principal, Ladies and Gentlemen,—I can assure you it is with great gratitude that I have heard the words of the eloquent speaker who has just expressed on behalf of those present, their satisfaction at my visit to this College. I come here as an old English University man, and I think I can safely say that among all the recollections of my past life that I cherish most are those connected with the three years which I spent at Christ Church as

a member of the University of Oxford, and when I came here to-day and was taken to see your classrooms, your cricket field, your debating hall and above all the rooms in which you live, I was forcibly reminded of my old undergraduate days. . . . At Delhi I was present at a Conference in which your ideals were fully expounded and I felt great sympathy with your hopes that one day a University may arise as a result of that Conference. It is not for me, a stranger in India, to dogmatise as to what may be the best form a University should take in India, nor can I offer an opinion as to whether it should be denominational or undenominational; but I can say without hesitation that I do not believe even the warmest admirer of undenominational education can believe such education to be compatible with a residential University. The great Universities of England are not now associated with any particular form or sect of Christianity; but they are decidedly and distinctly Christian in their conduct and in their constitution. To Mahomedans then, although the Mahomedan religion embraces many sects and shades of belief and although they would not close their doors against non-Mahomedans to Mahomedans I should suppose a Mahomedan University would be a better and more satisfactory University than a non-Mahomedan one, just as a Christian University is on all hands accounted to be better for Christians than a non-religious one. And there is one little fact connected with this University question which it seems to me ought not to escape the notice of statesmen when enquiring into things. We in England attach great importance to the freedom of the Universities from Government control, a freedom which is only possible if they are not dependent on Government for their funds. We have found that there is nothing that elicits benefactions so readily for higher education as the association of such education with some definite form of religious belief. There have, of course, been many and great benefactions for the furtherance of Science of learning quite apart from any question of religious belief; but as a general rule it may be taken that religion is a most important factor in eliciting benefactions for the purposes of education, and what is the case in England may also prove to be the case in India. And if it is found that through the force of religious feeling Mahomedans are ready to endow educational institutions without claiming the financial support of Government, this will certainly be a consideration that cannot be neglected when educational matters are being decided.

General Notes.

MR. H. W. ORANGE, Director-General of Education, is touring in South India. He has visited Poona, Madras and Bangalore, and has proceeded to Madura and Tinnevely.

DR. H. E. SCHUNCK, who died on the 30th December, left a valuable laboratory with an endowment of £40,000 to Owen's College, Manchester.

MR. HENRY PHIPPS, a partner of Mr. Andrew Carnegie, who is at present travelling in India, has placed at the disposal of the Viceroy a munificent donation of 100,000 dollars, or £20,000, to be devoted by the Government of India to some object of practical benefit or scientific research that will promise enduring good to India. It has been decided to spend the money in establishing an Agricultural Laboratory at Dehra Dun, and a Pasteur Institute in the South of India. In addition to the sum presented to the Viceroy, and already announced in the Press, Mr. Henry Phipps has given Lady Curzon £2,000 for the Victoria Memorial Scholarship Fund. This sum brings the Fund raised by Lady Curzon to Rs. 7 lakhs.

UNDER the will of the late Mr. Cecil Rhodes, an Agricultural College provided with an endowment of £23,000, is to be established at Colesberg, in the north of Cape Colony. Extensive irrigation is also to be undertaken. For this purpose, 140,000 acres of land have been acquired in the Orange River Colony. Of this it is proposed to bring 16,000 acres under cultivation, and so provide a living for 1,000 settlers and their families. All profits above 5 per cent. are to be devoted to the settlers' requirements.

IN spite of the many changes that are passing over the face of India, her Renaissance does not seem to have arrived. The love of knowledge which helped to work the great changes in Elizabethan England is hardly to be seen in India of to-day. We pointed recently to the progress the Bengalis are making towards the creation of a literature, and the work at present going on in translation into their language from English is at present fairly considerable. The translation of Shakespeare's works, of which mention has been made in our columns, may be cited as an instance. But in spite of its comparative advancement we anticipate that no part of India would show such strenuous opposition to any attempt to rob her of the beloved English education as would Bengal. The truth is that education is inseparably connected with supply and demand. If the British rulers of this country by a great act of self-denial were to substitute the vernaculars for English in every branch of the administration, the

demand for vernacular education would rapidly be met by the supply. Whether or not it would be good for India that her rulers should make this great sacrifice is another question. It certainly does not seem likely that it will ever be made. The only other great demand that could possibly arise would be through the industrial development of the country and the consequent growth of a great native class independent of Government employment and with leisure and wealth to create education in its own tongues. Either alternative seems far outside the range of practical politics; but if the change is to come about it seems far more likely to proceed from the development of the people themselves than from any concerted action on the part of their rulers. If this happens, it will not be for the first time that a new learning has grown up outside the Universities.—*The Pioneer*.

THE annual report of the commissioner of education, just submitted to the secretary of the interior, shows that the grand total of pupils in schools, elementary, secondary, and higher, both public and private, in the United States for the year ended June 30, 1901, was 17,299,230, an increase of 278,520 pupils over the previous year.

Of this number, the enrolment of pupils in institutions supported by general and local taxes furnished by states and municipalities amounted to 15,710,394, as against 15,443,462, the number reported for the previous year. Besides these, there were certain special institutions like city evening schools, business schools, schools for Indians, reform schools, schools connected with asylums, schools for cookery and other special trades and vocations, all enrolled nearly half a million pupils.

Adding the enrolment in these special schools to that for general education, the aggregate is something above seventeen and three-quarter millions of the population that received education for a longer or shorter period during the year ending June 30, 1901.

The value of property used for public school purposes has arisen to \$576,963,089 from \$130,380,008 in 1870, and the expenditures for the common schools (including elementary and secondary schools, but excluding all institutions for higher education) amounted to \$226,043,236, having risen to this sum from \$63,396,366, in 1870. In 1870 the expenditures for schools per capita of the population was \$1.64; the past year it was \$2.93 per capita of the population, the highest that it has ever been. It was an increase of ten per cent. to each man, woman, and child over the year previous. The average attendance of each pupil for the entire number enrolled was ninety-nine days for the year, an increase of twenty-four days over the previous year.

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All contributions, books for review, &c., should be addressed to the Editor, Central College, Bangalore. 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.

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The Educational Review.

Since our last issue the recommendations of the Universities Commission have been discussed with considerable thoroughness and undoubted vehemence by the Senates of the three leading Universities.

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Convocation Addresses have also been delivered in connection with these institutions and in two of them the respective Vice-Chancellors, who were also members of the Commission, took advantage of the occasion to deliver weighty apologies for the findings of themselves and their colleagues.

It was not to be expected that Dr. Mackichan would let the resolutions carried by the Senate at Bombay pass unchallenged and he accordingly took the step, which he was quite justified in doing (though apparently it was a departure from the practice hitherto obtaining at Bombay) of formally dissenting from the resolution which was otherwise carried *nem. con.* This resolution adopted the report of the Committee of the Senate, to which we referred last month and which was distinctly hostile to almost every one of the recommendations under consideration. As far as we can judge from the newspaper summaries of the Bishop of Bombay's contribution to the debate, His Lordship can hardly be congratulated on his maiden speech in the assembly.

of which he is, we presume, an ex-officio member, and we hope that he as well as his conservative friends were pricked in heart as they listened to Dr. Mackichan's trenchant and effective arguments for reform on Convocation Day. We have already referred to the most unfortunate impression that has got abroad that the Government of India, acting more or less from political motives, has entered or is about to enter on a policy of repression as concerns the opportunities for higher education. Let us call the idea preposterous, ridiculous or any other hard name we like, there it is, and the pity of it is that many who ought to know better are doing what they can to foster it. We cannot altogether absolve Government from some share in inducing this belief. "Concealment," the Viceroy is reported to have said, and we fancy we can hear him say it, "is no part of our policy." On the other hand Dr. Mackichan tells us that not even he and such of his fellow Commissioners as did not go to Simla in 1901 know anything whatever of the transactions of that mysterious Conference. "The Government of India observed a studious reticence in regard to them." This of course is a strong argument for the *bona fides* of the Commission, but we are not concerned with that aspect for the moment. The average man will ask 'if this is not concealment, what is?' All things however come to him who waits long enough and some day the mystery, like many a past mystery, may be revealed. Meanwhile it is hardly to be expected that the public should altogether refrain from criticism. The bare facts of a case are often so long withheld and are with the greatest difficulty elicited (we are inclined to cite the case of the Marina Loop Railway at Madras though it leads us rather afield)

from Government, that we must be excused if we sometimes are impatient and imagine the imminence of woes that have no real basis. So long however as the present distrust continues, "educational reformers in India cannot count upon the advantages to be derived from a reasoned criticism on the part of the outside public of suggested schemes of improvement. The entire momentum for educational progress has therefore to be derived exclusively from the convictions of those who are responsible in the last resort for the adequate provision of educational facilities in the country." We have it on the highest authority and indeed it is self-evident that "if every reform proposed is to be overwhelmed with obloquy and criticism because it touches some vested interest or affects some individual concern; if change of any kind is to be proscribed merely because it is change; if the appetite for reform so strong two years ago has now entirely died down, the educated community will have forfeited the greatest chance ever presented to it of assisting the Government to place the future education of this country upon a better footing and Government will be left to pursue its task alone."

What has been said with reference to Bombay applies equally to Calcutta where three strong meetings were held on as many Saturday afternoons. Acting on the suggestion of the Vice-Chancellor a motion to refer the report to a committee was abandoned and the Senate plunged in *medias res* by attacking the question of the proposed alteration in its own constitution and number. Some very strong language was used and unpardonable references made to the distinguished member who represented the Mussulman community on the Commission. After a long discussion it was resolved by 41 votes to 17 (the numbers are a

significant comment on the interest taken in the University by the existing body of fellows) 'that the Senate disapproves of the recommendation to abolish the present Senate and appoint a new one consisting of 100 members.' At the second meeting 'it' at first seemed as though this matter was going to be reopened but after a while the questions concerning the Faculties and the Syndicate were dealt with. We willingly confess that we are in general agreement with the resolutions that 'no case has been made out for having any ex-officio member of the Syndicate' and 'that the Syndicate should be left free to elect its own Vice-Chairman from year to year.' On the question of the relation between the University and its affiliated institutions the Senate found itself now in agreement with the Commission, but deprecated any undue interference with the internal, and especially the financial, administration of colleges, so long as proper efficiency is maintained. And to decide upon this efficiency a special University officer should be appointed for the work of inspection and report. The discussion on fees led the Vice-Chancellor to say that no one who carefully read the paragraph in the Report of the Commissioners dealing with the subject of fees could possibly say that their intention was to refuse University education to poor students, and yet this was what speaker after speaker had said at public meetings, and the same statement was also made in the Press. The Commissioners had to deal with the question, and what they said, especially with the desire to prevent the practice of under-selling, was that fees should not be fixed at such a scale as to tempt a boy of "ordinary ability" to go up for a higher course. The effect of it was that while it lifted him above his station, in which he would have succeeded, it unfitted him for higher pursuits.

At the third meeting the Senate discussed the questions relating to transfers, second-grade colleges and schools and law teaching. Mr. N. N. Ghose in moving a resolution on the latter point, remarked that at the law classes the professors attended and gave lectures—the lectures were a reality and not a sham—and the students who attended were marked present, but the professors could not penetrate the minds of the boys to see whether they understood the lectures or not; a sentiment which drew upon him the not undeserved retort from the Vice-Chancellor 'that is what the professors are for.' All the remaining questions were shelved and the Government of India was requested to leave the determination of them to the Universities, each for itself, in accordance with the existing law and practice. No other resolution on this subject strikes us as possible.

The Vice-Chancellor then addressed the Senate and justified his action in having frequently called attention to Oxford and Cambridge as if they were models. He said in the course of his remarks that he would like to know what the colleges in India would think if they had been dealt with as the colleges in Oxford had been. The Universities of Oxford and Cambridge were working now under regulations not made by themselves, but imposed upon them by Government. Every college in Oxford and Cambridge had statutes imposed upon it by the same hand of authority, and these statutes could not be altered without the sanction of the authority outside of, and independent of, the Universities altogether. Every college in Oxford and Cambridge had to give an account of its income and expenditure, and a summary was published for general information and everyone was free to make remarks upon it. That was the way in which these colleges were worked, and it was something like these conditions which the Commission had recom-

mended in regard to the University and colleges of Calcutta.

Towards the close of his address Mr. Raleigh said he had reminded the Senate of the Statutes and Regulations which were imposed on the Universities in other countries by outside authority, and the experience of other countries had suggested the recommendation of the Commission on which a certain amount of strong language had been used that day. His own opinion was this, that while the Government and the Legislature must reserve for themselves the right to interfere and the right to lay down in general terms the constitution of the University and the object towards which the working of the University ought to be directed, this was a power which ought to be sparingly used. There was no idea at all that regulations should be made continuously about the details of University administration. The suggestion was made that the Government would take power to make recommendations, because advisedly, before the changes which the Commission recommended were accepted by the Government, there must be considerable revision and recasting of the regulations, at all events, of the Universities in India. That was a work which must be done by some special agency created for the purpose. He did not see how it was possible for the Senate of each University to give the time required for the recasting of the regulations of the University. It would probably be undertaken, as in England, not by the Government or by the Universities, but by some special authority appointed for the purpose.

As the Senate of the University of Madras has not at the time of writing, concluded its somewhat protracted, and, in the opinion of some, undignified discussion, we defer any further reference to it till our next issue.

If we agree with *The Indian Social Reformer* that as a collegiate education, whether general or professional, is beyond the reach of most, and that as primary education is only a little better than absolute illiteracy, secondary education is the most important stage of female education, we may heartily congratulate the 'benighted' presidency on its attainments in this respect as compared with other parts of India. Out of a total of 447 secondary girls' schools in India in 1900-1901, Madras had 209, Bombay coming next with sixty-eight. Of scholars 44,377 in all, Madras claimed 21,440, Burma being second with 5,807. This very large percentage is due both directly and indirectly to the progress of education among Indian Christian women, and our contemporary contrasts the leavening influence of this class on the general population very favourably with that of the Parsees of Bombay, whose objective is said to be in most cases more or less personal. "Though cut off from the parent community by religion and by prejudice and intolerance, the Indian Christian woman has been the evangelist of education to hundreds and thousands of Hindu homes. Simple, neat and kindly, she has won her way to the recesses of orthodoxy, overcoming a strength and bitterness of prejudice of which few outsiders can have an adequate conception. As these sentences are being written, there rise before the mind's eye the picture of scores of tidy, gentle girls, trudging hot and dusty streets, barefooted, under a scorching sun, to carry the light of knowledge to homes where they will not be admitted beyond the antechamber and where they cannot get a glass of water without humiliation, yet never complaining, ever patient. To these brave and devoted women, wherever they are, friends of female education all over the country will heartily wish 'Godspeed'."

The Education of Girls in India.

The interests of children, and especially of such as are handicapped physically or socially, are engaging, says a contemporary, more and more closely the attention of human and thoughtful people. The Report of the 'Proceedings of the Third International Congress for the Welfare and Protection of Children' which was held in London in July last (P. S. King, pp. 350, 2s. 6d.) is a storehouse of practical information and suggestion. "It opens up social vistas that many comfortable citizens have never contemplated and possibly little suspect to exist, and it shows what has been done, what is being done and what may be done towards ameliorating the condition of unfortunate children." There is so much lee-way to make up in the matter of educating the normal child in India that it has not yet been found possible to do much in the way of helping those little ones who are classed under the comprehensive title of 'defective.' It is therefore with a peculiar pleasure that we call attention to the very excellent work which is being conducted by Miss Askwith at the Sarah Tucker College, Palamcottah. About twelve years ago classes were opened at this institution for the instruction of blind boys and girls and from a very small beginning the work has grown and multiplied very considerably, and at the present time there are over fifty totally blind young people in the schools, either under instruction, or engaged in imparting it to others. With increased funds at her disposal Miss Askwith would be able to do even more in this direction than has already been accomplished and she has issued a small circular appealing for help. A 'Light in Darkness' League has been started whose members contribute at least six annas a year—on their birthdays, or

on New Year's or any other selected day—and surely there could be no worthier commemoration of a festive anniversary. The cost of supporting a child in Miss Askwith's home is about four rupees a month.

The *Pioneer* referring to the proposed 'Teaching University' for Allahabad says, "The whole matter, we understand, has been referred to the Government of India, and before that authority it will no doubt be considered alongside of the plan propounded by the Universities Commission. Now those who have followed the controversy throughout will recognise that the present University system has been tried and found wanting. If then a Teaching University is started in Allahabad it will be an experiment, to be followed if successful in other University centres. Allahabad is well suited for such an experiment. In Calcutta, Bombay and Madras there are many colleges with diverse interests. But the Muir Central College stands practically by itself, and Government will thus have a free hand. In these circumstances the experiment will be one of great interest and importance to all India, and it is the more necessary that we should clearly understand the ends to be aimed at and the conditions to be dealt with. To begin with, Indian students may be divided in two classes, those who desire a good education and those who merely wish to pass a degree examination in order to become clerks in the railway or in the subordinate establishments of Government. It is plain that the interests of these two classes are diametrically opposed; and this is what makes the University problem in India peculiar. Here English education has become identical with University education. The student the summit of whose ambition is to copy English letters of business or

to become a type-writing clerk on Rs. 40 a month goes to the same college and attends the same classes as the member of a wealthy family who aspires to rise high in the law or the Government service or to become himself a professor. Is there any other country in the world where this great difference is not recognised? In England the commercial clerk does not receive his education at Oxford, and in Germany the two classes are divided long before they reach the University. It is plain that the result of our system must be disastrous. It divides our Universities into two opposing camps, those who aspire to learning and those whose interest it is to turn out clerks. How can standards be raised or degrees be made anything much more than mere certificates of literary ability as long as there is this dead weight upon higher education? At the same time the complaint is common that the University cannot produce a good clerk. The retort is obvious; a University is not meant for the production of clerks. Indeed, it might almost be said that the better the University the worse clerks would its students make.

There is a good deal of truth in these remarks but there are one or two fallacies as well. We should need a good deal more argument than this to convince us that a clerk is any the worse a clerk because he has received the ordinary education of an Indian University, and we think it will be a distinct loss if our future clerks are dissociated during their years of training from those whose aspirations are of a different and perhaps higher type. The commercial clerk of Germany is in very many instances—at any rate in the higher branches of the profession—a University product who has turned to commerce because other walks of life were too crowded for him. And we emphatically side with Sir Oliver

Lodge who has recently declared himself 'a strong opponent of narrow professional training, holding the opinion that students should be trained along with men preparing for other professions, so that they may rub shoulders with them, and thereby develop and broaden and strengthen their views.'

Two rather interesting items of news are reported from the newest of Birmingham Ideals. the English Universities—Birmingham. The first is to the effect that money is more plentiful than men and that the Chair of Education stands empty 'not for want of effort and determination on the part of the Council to allot to that important subject the necessary funds, but simply because it is extremely difficult to get a good enough man who is not already up to his eyes in business elsewhere.' Birmingham at any rate is determined not to lay itself open to the charge of 'cheap and nasty' degrees sometimes levelled at young Universities, and we hope that it will not be long before she is in the field of training secondary teachers alongside of Oxford, London, and Manchester.

The second item is a new ordinance just adopted by the University. It runs as follows: 'Every professor and independent lecturer, while confining himself within the limits of the subject committed to his charge, shall have complete freedom of teaching, so far as the matter and methods of his instruction are concerned, subject only to the approval of his Faculty and of the Senate and Council in regard to the amount and times of his teaching and the scope and standard of such of his courses as form integral parts of degree courses in the University.' This is no doubt as Professor Sonnenschein said, the first occasion on which a modern University has put an ordinance of this kind on its statute-book, and it marks the true University spirit. Our

Indian Universities have not yet become institutions where the prosecution of original research is made an integral part of their functions, but we think it possible that the principle might not be found altogether inapplicable to educational institutions of less exalted rank than the University of Birmingham.

The Principal of the College of Engineering, Madras, has sent us four lists of names and addresses of gentlemen who have recently completed their course of instruction, and are qualified for employment as engineers, engineer subordinates, sub-overseers and surveyors, and qualified draftsmen. The persons named have left the college and are no longer under the control of the Principal, but we have no doubt that Lieutenant-Colonel Love will be happy to forward copies of the lists to any who may require them and also to furnish any further information on the subject that may be asked for.

LOCKE AS AN EDUCATOR.

Mr. Quick has written the following words:—"the Germans, who hitherto have had the history of education in their own hands, have uniformly attributed an important part in it to one Englishman, and one only, the philosopher Locke." Elsewhere, he speaks of Locke's *Thoughts on Education* as "the one English Classic," in the science and art of teaching.

Locke's life covered the period from 1632 to 1704. Thus, he lived through the Civil War; he was at Westminster School when Charles I. was executed: the Protectorate involved the triumph of those views in which he had been reared. From the serene place of a tutorship at Christ Church, Oxford, he watched the

Restoration of Charles II. with all which that meant: for besides the victory of sober-minded persons it involved the return, the success of the frivolous, incited now by freedom from the lately vanquished Tyranny to parade their extreme views. Nor was this all. He lived through the miserable reign of James II., he was aware of the Protestant Revolution, as it is called, and he witnessed the uninspiring accession of Anne.

If experience of life be valuable to an educator, Locke's, so rich, must surely have been unusually so. In touch, owing to his connexion with Ashley, with public affairs, he was yet not so involved as to become a partisan.

As a witness of the dismal recesses to which religious animosity may lead men of all creeds, it is hardly surprising if he came at last to realise the charm of a "perfect uncontrollable Liberty..... provided always that it be all done sincerely and out of Conscience to God." We may feel too, that as in politics so in religion and even in education, Locke's passionless regard for Reason as the supreme factor in life would save him from any and all the extravagances possible in his age.

His *Thoughts on Education* appeared in 1690, in the same year as his better-known treatise *The Essay on the Human Understanding*. In point of time, it is thus the third great English work on education, Ascham's *Schoolmaster* (1570) and Milton's *Letter on Education* (1644) having preceded it. Each of these three is dedicated to a definite person: Ascham's to Sir William Cecil; Milton's to Samuel Hartlib; Locke's to Mr. Edward Clarke.

This gentleman lived at Chipley near Taunton. In the second parliament of William III. he was elected M. P. for Taunton, removed to London, became acquainted with the philosopher, and remained in close intimacy with him, till Locke's death in 1704. From the

outset of the friendship Mr. Clarke sought advice about the education of his children; Locke devoted himself to the matter; and one of them, Betty, a child at that time of ten, was eventually known by the pet names of "Mrs. Locke," or his "little wife."

The *Thoughts on Education* are really the letters which Locke wrote to Clarke about these children and their upbringing: and it is therefore with something beyond the customary adulation of writers of the day that Locke observes in his Epistle Dedicatory—"these Thoughts concerning education do of right belong to you." He goes on to disclaim the "common Apology" of the ordinary writer, and in a weighty sentence advances that great argument of the *public weal* which it is hardly too much to say has been the cogent plea of every English educationist of note:—"But those, whose Judgment I defer much to, telling me that they were persuaded that this rough Draught of mine might be of some Use, if made more publick, touch'd upon what will always be very prevalent with me: for I think it every Man's indispensable Duty, to do all the Service he can to his Country; and I see not what Difference he puts between himself and his Cattle, who lives without that Thought."

Before turning to consider Locke's theory, it is interesting to note the testimony borne by one of his pupils as to the practical value of his teaching. Anthony Ashley, the celebrated Earl of Shaftesbury, wrote in "the cool hour" of middle life as follows:—"In our education, Mr. Locke governed according to his own principles, since published by him, and with such success that we all of us came to full years with strong and healthy constitutions—my own the worst, though never faulty till of late. I was his more peculiar charge, being as eldest son taken by my grandfather, and bred under his immediate care, Mr. Locke having the absolute direction

of my education, and to whom next my immediate parents, as I must own the great obligation, so I have ever preserved the highest gratitude and duty."

The *Thoughts on Education* is a lengthy treatise of more than 180 pages, and it is also loaded with repetition and elaboration; while its want of system, its promise of attention to a subject, whose consideration is often delayed for another twenty or thirty pages, add to the student's task. In this essay, it seems well then to choose certain points and concentrate attention on them.

The following are the most important matters with which Locke deals:—

Health; The formation of habit; The infliction of punishment; The influence of companions; The importance of the tutor; The art of teaching; The matter of teaching.

Possibly, Locke was influenced by his own life-long struggle against ill-health when he opened his book with the words "A sound mind in a sound body is a short but full Description of a happy State in this World. He that hath these two, has little more to wish for; and he that wants either of them, will be but little the better for anything else. Men's Happiness or Misery is most part of their own Making. He whose Mind directs not wisely, will never take the right Way; and he, whose Body is crazy and feeble, will never be able to advance in it."

When we reflect that the efficiency of any nation depends finally on the efficiency of the units, and that no one deficient in health can be so efficient in life, as otherwise he would be, we are forced to conclude that it is hardly possible to exaggerate the importance of health, or the extent to which children's health is part of the gravest responsibility laid upon the teacher.

We may recall men like Archbishop Laud, who by a supreme effort worked through recurring illness; like Pope who though he

referred to "that long disease my life," yet achieved much. Of both we may say that with better health, they might have done even more: certainly, they might have avoided the irritability into which on occasions both fell. Those who work hard in spite of bad health are liable to faults of temper and judgment, both specially fatal in those who lead, teach, and govern others. Whatever the connection may be between mind and body, it is obvious that they are bound up together most intimately, since one cannot suffer alone.

Locke had been forestalled in his care for the body by Milton: and the student may recall also the pregnant saying of Sir Thomas Browne, Physician at Norwich, who adds his authority to the pedagogue's, when in the *Christian Morals* he writes:—

"Be temperate and sober, not to preserve your body in an ability for wanton ends..... not to spare your purse; nor simply to enjoy health; but in one word that you may thereby truly serve God, which every sickness will tell you, you cannot well do without health. The sick Man's Sacrifice is but a lame oblation."

In his care for the "Clay-Cottage," Locke is careful to point out that his proposed regimen is not "a physician's rule for the sickly," but a code for bringing up and preserving the healthy.

His main recommendations are first that children should not be "cocked." He quotes, with evident satisfaction, the story of the Scythian philosopher who went "naked in Frost and Snow." "How," said the Scythian, "can you endure your Face expos'd to the sharp Winter Air?" "My Face is us'd to it," said the Athenian. "Think me all Face," reply'd the Scythian.

And Locke adds the striking dictum, "Our Bodies will endure anything that from the Beginning they are accustom'd to."

It is fair to Locke to add that though he advis'd all parents to inure their children to hardness, yet he was careful to insist that they "must be sure to do it by very insensible degrees." Even so, he hardly seems to allow sufficiently for inherited tendencies; or for those unexplained, perhaps inexplicable, individual idiosyncrasies which, e.g., make one member of a family always too hot and another always too cold, though both are being treated similarly.

Even those who agree most with Locke's next recommendation as to the advantages of cold water, may shake their heads at his quaint advice—"I will also advise his Feet to be wash'd every Day in cold Water, and to have his shoes so thin, that they might leak and let in water, whenever he comes near it." The modern fad, if one may venture to call it so, of sandals, is perhaps a healthier form of Locke's damp feet.

When Locke advocates the necessity of swimming, and the desirability of fresh open air, he carries all educational readers with him, we may hope: and he ought so to do in his advocacy of loose clothes. They must, he says—"be never made strait, especially about the Breast. Let Nature have Scope to fashion the Body as she thinks best. She works of herself a great deal better and exacter than we can direct her." His advice as to diet is an odd mingling of wisdom and fads. He is in harmony with modern medicine when he urges that food should be simple, well-chew'd; ("we English," he declares, "are often deficient herein") and that if children are hungry between meals, bread is sufficient. But then, he forbids sugar, salt, and meat. The two

first, medical science requires in the case of average children; and the question of meat is at least a disputed point. His view of fruit is flatly opposed to some modern practice, as he forbids stone fruit, and allows strawberries, raspberries, &c. As to apples, he agrees with Ascham, "Apples, which never did any Body Hurt, that I have heard, after October." Ascham goes further, asserting that properly ripened apples are not only good in themselves but assist "other meats."

With Locke's advice on the subject of sleep we may leave his rule of health. He gives three recommendations. Children should have their *full satisfaction* of sleep, a point which is sometimes neglected nowadays. Secondly, they are to get this full satisfaction by going to bed betimes, not by "lying sluggardly in the morning." "The great Cordial of Nature," he says, "is Sleep. He that misses it will suffer by it. . . . He that can sleep soundly, takes the Cordial: and it matters not whether it be on a soft Bed, or the hard Boards. 'Tis Sleep only that is the Thing necessary."

Insistent enough as Locke is on the necessity of preserving health, he lays scarcely less stress on the *formation of habit*.

The basis of what he says is his view of the responsiveness of children in their earlier years. "Of all the men we meet with," he says, "nine Parts of ten are what they are, good or evil, useful or not, by their education." It is worth while to drive this point home, it is the warrant of every teacher. We may remember what Mill said in his essay on the *Utility of Religion*:—"it is especially characteristic of the impressions of early education that they possess what it is so much more difficult for later convictions to obtain, command over the feelings." Again he recalls to us, "how tremendous is the power of

education," and yet, once more, he declares "the power of education is almost boundless: there is not one natural inclination which it is not strong enough to coerce and if needful to destroy by disuse." The notion of the essential importance of early training is as old as Thought. In the Second Book of the Republic, Socrates reminds the Sons of Ariston of its value. "You know," he says, "that the beginning is the chiefest part of any work, especially in a young and tender thing: for that is the time at which the character is being formed and most readily receives the desired impression." In that collection of dark sayings and words of the Wise, which we call the Book of Proverbs, but which was known to the primitive Christians under the comprehensive title—Wisdom, we find the recommendation

"Train up a child in the way he should go," (with the reason attached)
"and when he is old, he will not depart from it."

Once more, in delivering his charge for 1902 to the Archdiocese of Canterbury, Dr. Temple (once, let us remember, Head Master of Rugby) said, "the lives of the great majority of our people must be profoundly influenced by what they learn in childhood, and twenty years hence all England will assuredly show the effects of what is being done for the children now."

Now when we find this consensus of opinion among men so remote from one another in place and time as Socrates and Solomon, (who was the probable author of the sentence quoted), as Locke, J. S. Mill, and Dr. Temple, we cannot fail to be impressed by the great probability of the reality of children's responsiveness. And it is this which is the

ground of our hope when we endeavour to , encourag'd, whither it will lead him when he form habit. is grown up."

Over and over again, Locke insists upon the futility of *mere* precept, upon the absolute value of habit. A few quotations will suffice.

"From repeated Caution and Rules, never so often inculcated, you are not to expect anything either in this, or any other case, farther than Practice has established them into Habits."

Again, "Let therefore your Rules to your Son be as few as possible, and rather fewer than more than seem absolutely necessary. For if you burden him with many Rules, one of these two things must necessarily follow; that either he must be very often punish'd, which will be of ill Consequence, by making Punishment too frequent and familiar; or else you must let the Transgressions of some of your Rules go unpunish'd, whereby they will of course grow contemptible, and your Authority become cheap to him. . . . But, pray remember, Children are not to be taught by Rules, which will always be slipping out of their Memories. What you think necessary for them to do, settle in them by an indispensable Practice, as often as the Occasion returns, and if it be possible, make Occasions. This will beget *Habits* in them, which being once establish'd, operate of themselves easily and naturally, without the Assistance of the Memory."

And once more:—"that which I cannot too often inculcate, is that whatever the Matter be about with which it is conversant, whether great or small, the main (I had almost said only) thing to be consider'd in every Action of a Child is what influence it will have upon his Mind: what Habit it tends to, and is like to settle in him: how it will become him when he is bigger: and if it be

This is perhaps the place whereat to draw attention to a single sentence which Locke penned in the middle of a long disquisition on rules; a remark which he did not emphasize in any way, but which should be so inscribed in some prominent place, as to be a constant reminder to every teacher of whatever degree—"It is much easier for a tutor to command than to teach." His view of *punishment* is lenient and gentle. "I am saying," he writes in one place, "what I think should be, which if it was already in Fashion, I should not need to trouble the World with a Discourse on this Subject." It is melancholy to reflect that in the matter of discipline and punishment, we, living two centuries later than Locke, cannot claim that "what should be" is "already in fashion." Perhaps it might have been, at any rate more nearly, had Locke's counsel been followed. This, which he calls an "inviolable maxim," runs—"whatever once is denied them, they are certainly not to obtain by Crying or Importunity, unless one has a Mind to teach them to be impatient and troublesome, by rewarding them for it when they are so."

It is hardly too much to say that good government rests on the children's knowledge that *no* means no unalterably, that *yes* means yes irrevocably. Each is as essential as the other, though the importance of the latter is overlooked sometimes. Such practices as the lengthening of a lesson after the allotted time; the seizure of a child to look at corrections, or to do some extra bit of work in the time appointed by the time-table for recreation, are as much a wrong done to the pupil as a child's lateness for, or idling in, class is to the teacher.

Once more, if this inviolable maxim be the foundation of discipline in the child, it is also discipline for the pedagogue. Since what is denied must be withheld, and what is promised must be given, how great is the necessity to avoid all tincture of rashness and unconsidered haste. Having then laid down this rule as a basis, Locke urges that "those that intend ever to govern their Children should begin it whilst they are *very little*."

Were these two rules really observed, punishment would, in all probability, be unnecessary except in the case of unusual children who from hereditary taint are more than commonly prone to ill-doing.

But the rules are not observed: hence punishment forces itself into our scheme of education. Here, as everywhere in the work of education we are bound to remember Locke's dictum, based, we can hardly doubt on the many and various experiences of a life very full of such,—"Every Man must some Time or other be trusted to himself and his own Conduct; and he that is a good, a virtuous, and able Man, must be made so within." Consequently, punishment must bear no taint of vindictiveness or revenge: its sole purpose, its only justification in education is that it should make a man what he ought to be *within*.

"I am very apt to think," he writes, "that great Severity of Punishment does but very little Good, nay great Harm in Education; and I believe it will be found that, *cæteris paribus*, those Children who have been most chastised seldom make the best Men." He then proceeds to make short work with "the rod." As he has laid down before, one end of education is the *Mastery of Pain*: to this whipping is absolutely opposed. "For what other Motive, but of sensual Pleasure and

Pain does a Child act by who drudges at his Book against his Inclination, or abstains from eating unwholesome Fruit that he takes Pleasure in, only out of Fear of Whipping?" Yet, Locke admits that rewards and punishments are the natural incentives of all rational creatures (into which company he admits children): his only criticism is that those generally in vogue are ill-chosen being the "Pleasures and Pains of the Body."

The real formative stimuli are moral—Esteem and Disgrace—"If you can once get into children a Love of Credit, and an Apprehension of Shame and Disgrace, you have put into 'em the true Principle, which will constantly work and incline them to the Right."

One more qualification Locke makes, before he leaves the subject of punishment. Reputation is not the highest motive to right-doing, that (in the words of another philosopher) he holds to be "the applause of the good man's conscience"; but care for reputation "comes nearest to" this high and pure motive.

On the question of Companions Locke is very positive; his bias against sending a boy to school has been traced to his own unhappiness at Westminster School. Indeed, he does admit that a boy at school may learn to "bustle and shift" for himself; and again that "the Emulation of Schoolfellows often puts Life and Industry into young Lads." But all his influence is put really into the other scale—"As for the Boldness and Spirit which Lads get amongst their playfellows at School, it has ordinarily such a Mixture of Rudeness and ill-turn'd Confidence that those *very* coming and Disingenuous Ways of *S' Fermis* the World must often be unlearned by shifting in Tincture wash'd out again, to child, and all the better Principles, and such as *make Way for* Manners as make

a truly worthy man." Further on he remarks of "what Moment I think *Company* is to your Son in all the Parts of his Life."

Yet Locke showed that he considered it futile to expect to find good *Company* in a public school—"How any one's being put into a mix'd Herd of unruly Boys, and there learning to wrangle at Trap, or rook at Span-Farthing fits him for civil Conversation or for Business, I do not see."

The question which Locke raises here, has not ceased to agitate some minds. When we reflect that his great educational motto, borrowed from Montaigne, was Education before Instruction, by which he meant that Education consists much more in moral and mental training than in the acquisition of facts; and when we consider his bias against schools, we see that to him the question of the *tutor* must have been of paramount importance.

The *tutor*, he says, is to set an example of self-restraint, of good manners: he must be "a sober Man and a Scholar;" he must "know the World well; the Ways, the Humours, the Follies, the Cheats, the Faults of the Age he is fallen into, and particularly of the Country he lives in."

"The great work of a Governor," he continues, "is to fashion the Carriage and form the Mind: to settle in his Pupil good Habits and the Principles of Virtue and Wisdom: to give him by little and little a view of mankind, and work him into a Love and Imitation of what is excellent and praiseworthy; and in the Prosecution of it, to give Vigour, Activity and Industry." Is it marvellous that Locke should leave the problem of equating the various and shining qualities of this hypothetical Paragon to the small salaries which it is the world's custom to afford, unsolved, as it has remained to our own time?

Having occupied about two-thirds of his treatise with a consideration of the general task of education, Locke at last turns his attention to that which nowadays we should call Method, the art of teaching.

He does not agree with those thinkers who would defer a child's education as long as possible:—"When he can talk 'tis time he should begin to *learn to read*."

Locke sounds very modern when he suggests that reading should be taught by means of dice and play-books. But in reality he was by no means the first advocate of such methods. Among his distinguished forerunners are S. Jerome, and Viltovino da Feltre the celebrated Mantuan schoolmaster of the fourteenth century.

"Put into Paula's hands," says S. Jerome, in his letter to the Roman Matron Laeta, "wooden or ivory letters: make her know their names; she will teach herself while she is playing. But it is not enough for her to know the letters' names by memory, or that she should say them over in their alphabetical order: you must often mix them up together, putting the last first, and the first in the middle." This notion of work turned into play is very fashionable and plausible—"Children may be cozen'd into a knowledge of their letters; be *taught to read* without perceiving it to be anything but a Sport, and play themselves into that which others are whipp'd for." So Locke wrote.

We hear on all sides that learning should not be made a labour and so forth, sometimes *ad nauseam*. But against this theory may be placed its exact opposite, *viz.*, it is a good thing to teach children *from the beginning* that achievement means previous effort. No amount of dice and play-books, coloured and pictured never so wisely, will alter by one jot

the fact that the battle of life is a hard one, and that anything and everything worthy attainment is obtained by self-mastery, self-denial and effort.

If this be true, to train a child to expect ease everywhere in life is hardly better than common cheating. It is not necessary to make the lives of little children a burden to them; but if their training is to prepare them for life as it will be, surely a portion (small at first, growing gradually more as time passes on) of the day should be devoted to the accomplishment of some duty in which there should be an element of difficulty.

On his observation that "children are much less apt to be idle than men," Locke builds the theory that their activity should be turned to some practical use. But it is doubtful if children are more anxious than their elders are to suffer any superintendence of their activity; it is one thing to be active in one's own way, another to be active in one's neighbour's. Locke is proceeding on the soundest modern lines when he urges that children should have a *knowledge of things* first; since the senses of a child grasp an object more readily than an abstraction. But this injunction does not restrict the teacher to the Physical Sciences: *e.g.*, History deals with people, and children know what people are: Geography deals with places, and children live in and know what a place is; literature deals with action, a matter in which children are apt and able.

One more fragment of Method Locke gives; when children are being taught he maintains that "where they stick," "they are not to be farther puzzled by putting them upon finding it out themselves..... This wastes Time only in disturbing them."

He leaves his theory incomplete; for, of

course, there is all the difference in the world between the help which shows the child the right way for all future time, and the unreflecting help which tears up the difficulty by the roots in order to save time.

It may be a matter of surprise that Locke recommended the oral acquisition of the Latin tongue. Here he is following the well-known example of Montaigne. But he admits that it is difficult to find a "conversational" Latin scholar competent to teach the child; so he falls back on the expedient of an interlined Latin text; in short he not only legalises the "crib," but raises it to a place of honour.

The position of the language is unassailable—"Latin I look upon as absolutely necessary to a gentleman."

It is noteworthy that he considers the question from the view of the man of the world: it is *expected* of a gentleman that he should know Latin, therefore Latin he shall know.

If we compare his point of view to that of J. S. Mill, who will have a child trained up in knowledge of the Classics because in them he will learn, in their highest perfection, the great virtues of human life and society: if we compare it to the view of Matthew Arnold who held that the Latins teach us the meaning of *character*, the Greeks the nature of *beauty*, we feel, to put the matter rather crudely, that Locke thought more of the gentleman than of the man; at any rate that the notion of "the public weal" which is to separate a man from "his cattle," had for the moment slipped from his mind.

However, he stated distinctly that he wrote "for gentlemen": and moreover, we must recollect the differences of time: he could not speak with all our experience of two more

centuries, or express himself in just our modern phrases.

This paper may close with Locke's views on athletics. This branch of study, so dominant and absorbing in our own day, seems to have offered Locke but faint attractions. Among bodily exercises, he reckons Dancing, Musick which "is thought to have some affinity with Dancing," Fencing, Riding the Great Horse, and Wrestling.

Dancing wins his heart-whole commendation as "being that which gives *graceful Motions* all the Life, and above all things Manliness, and a becoming Confidence to young children."

Fencing and Riding the Great Horse, he says, "are looked upon so necessary Parts of Breeding, that it would be thought a great omission to neglect them"; he regards Fencing as "a good exercise for Health, but dangerous to the Life"; and gives his vote to Wrestling.

In conclusion, Locke would have every child "*learn a Trade, a manual Trade.*" When we consider that his object, restated perpetually and with almost wearisome iteration is "to form a young gentleman as he should be," we are inclined to wonder at this provision. And yet it comes suitably enough at the end of a treatise, which even if it were designed for one class in society, has so much of sober sense that it may be commended now to each and every class in our modern community where scarcely any one need be wholly ignorant nor even totally uncultivated.

GERALDINE HODGSON.

BOOKS FOR TEACHERS AND MANAGERS.*

II.—FINDLAY'S PRINCIPLES OF CLASS TEACHING.

One of the essential functions of criticism is to record faithfully the train of thought started in the mind of the critic on perusing a book, to state exactly the way in which he has, in the favourite phrase of our author, 'apperceived' its contents. It is possible that such a record or statement represents rather the apperceiving mass than the apperceived impression, that it reflects the idiosyncrasies of the critic more than the peculiarities of the author. This, however, is no detracting from the value of a criticism; on the contrary it is a guarantee of its genuineness. The true critic will not surrender his individuality and take on himself the vain task of seeking to describe the possible effects of a book on the mind of that fictitious and altogether elusive person, the average or normal reader. His previous knowledge and his experience must be allowed to freely colour his estimate of the author; he must not be deterred from self-expression by the fear of diverging widely from what he conjectures to be the popular or general verdict. Nor can he be held to blame if in some measure he makes a book the text of some theory or pet topic of his own, for it cannot be beside the point in speaking of a book to state how it enters into his actual life, and bears on his own troubles and hopes.

The dominant impression left in the mind of the present writer on laying down Dr. Findlay's book is a sense of dissatisfaction,—not with the book itself, but with the present condition of education in this country which, in the light of the author's ideal, leaves so much to be desired. The dissatis-

* "Principles of Class Teaching" by Dr. J. J. Findlay; Macmillan & Co., London. pp. xxxvi. 442. Price 6s.

faction is only deepened by the reflection that the teacher himself, to whom the book is primarily addressed, is only one of the agencies concerned in the great work of education, and though in theory he is the most important of these agencies, he is in current practice by no means the most powerful. The others invariably overshadow, and occasionally despise and cripple, him; but being the only professional agency, he is made answerable for all miscarriage in education, while at the same time he is in most cases denied the considerate hearing which the expert in engineering or medicine commands in matters coming directly within his experience. And this disesteem of the profession is the more to be lamented because the other agencies, speaking in general terms, do not bring the same amount of special knowledge and living interest to bear on their share of the educational work as the teacher brings to bear on his or, for that matter, on their share. Yet as much hangs on the due fulfilment of their share as on that of his; almost equally does that fulfilment require earnest study and close knowledge of school-work.

Let us go to particulars. Dr. Findlay divides education into three branches,—Aim, Control, and Practice or Conduct. The first is determined by the society in accordance with the ethics and needs of the time. The second, including Administration, Organisation and Management, is in the hands of various bodies on which teachers as a class have no representation. The last alone is the special province of the teacher, and embraces (1) the physical training of the child and the hygienic conditions of school-life, (2) the training of children directly by Government and Guidance and (3) the actual teaching of various branches of instruction.

Dr. Findlay's book is concerned only with this last branch of the teacher's work, and it is thus clear what a small part indeed of the whole field of education it covers. "Principles of Class Teaching" is therefore intended for the especial use of the teacher. And yet out of the sixteen chapters of the volume only five are given to the exposition of Method and Discipline which are the teacher's exclusive province, the others, dealing mostly with curriculum which the teacher has no voice in determining. The various motives that operate in the selection of material for teaching, and the pursuits that are selected for that purpose, are first discussed in an admirably suggestive manner, and the author then proceeds to fix with some minuteness the curriculum suited to each varying kind or grade of school-life. Now it is no doubt good, and to some extent necessary, that the teacher should know these motives and these principles. Nay, he is all the better for knowing all about various system of education, old and new,—their aims, organisation, growth, and special excellences. In point of fact, too, the higher ranks of the teaching profession are filled by men who are equipped with the knowledge and reading necessary, not only for the part of education for which they are directly responsible, but for those other parts thereof for which they are responsible, if at all, only in a much less degree than others. Can a similar thing be said of these others? Do those who organise and control schools possess the requisite knowledge? Do they read such books as Dr. Findlay's for instance, and keep up a living touch with the principles that should guide them, and the ideals that should inspire them? As far as private managers in this part of India are concerned, one may answer with some slight reservation, No. And

worse than that, they do not always comport themselves with the modesty proper to ignorance, but must needs determine the course of study, prescribe text-books, regulate the timetable, and even have a finger in the punishments and promotions. The only test of the success of a school which is generally recognised by them is one of numerical strength tempered by the percentage of passes at public examinations. School hygiene is so little understood that in the primary department little children are kept for six hours a day without any time for relaxation and in buildings not designed for school purposes. Teachers are chosen not so much for their character and personality as for their cheapness and readiness to adapt themselves to the vagaries of their masters. Within recent times a feeling of Brahman *versus* non-Brahman, not to speak of the sub-castes among both, has been seriously interfering with the appointment and advancement of masters. No function of the manager is so important, none perhaps is so lightly discharged, as the selection of the staff. Dr. Findlay truly says:—

"The social aspect of school-life is a leading factor in the educational problem. A new pupil coming into a large society is influenced quite as much by his school-fellows as by the personality of his teacher. The tone, the quality of the school atmosphere, may be a vague element, difficult to analyse, but it is an immensely powerful agent in the creation of character, and in the last resort its virtue springs from the personal influence and power of the whole staff."

Another matter in which the ordinary manager is apt to go wrong when he does not listen to expert advice is the proper proportion of teachers to pupils. Understaffing

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is the rule here, even the Department requiring only one teacher to 40 pupils. Our author pays due attention to it in his introductory chapter, but does not speak out in his usual pointed manner.

"We may, I think, take it as a common opinion that a teacher of experience will usually be willing to handle a class of thirty pupils, if the thirty are fairly equal in attainments; he would be unwilling to go up to forty, or to fall below twenty."

Again, the practice of setting up Secondary Schools in small places which is all too prevalent here receives no countenance from Dr. Findlay. The usual arguments are the advantage of teaching small numbers, the facilities afforded to the poor parent, and the greater spread of education. But hear the doctor:—

"Hence, the Secondary School, in order to be efficient, must be large: the demands of educational efficiency are woefully frustrated when such schools are set up in small neighbourhoods to gratify local prejudices. The number, three hundred, fixed long ago by Thring as the proper total for a Public Secondary School is probably the right number to aim at. This, however, is a topic which must be reserved for treatment elsewhere: it belongs rather to Organisation than to Teaching."

Three hundred is perhaps too high a minimum for India; but it is certainly not right that the manager of a Middle School in a small town should think of raising it to the High School standard as soon as he finds a dozen boys for the fourth form.

To take one more point in which managers need enlightenment. It is taken as axiomatic that during school hours the pupil must be taught without intermission; the teacher

ought not to waste a minute, but earn every anna of his salary by continual plying of his lungs. In the higher classes of the Secondary School at least, the pupil must be left to himself for some time in the day. He may spend it in preparation, in reflection, or in the pursuit of some favourite study or occupation under surveillance which need not be too strict. This would require a good library, a well furnished Reading Room, and a large hall or common room where some fifty boys at a time may sit without inconvenience to themselves or to others. Is such a need recognised and provided for here? Here is a quotation from our author to the point. It refers to the necessity of supplying facilities in Secondary Schools for the pursuit of special studies; but may be applied with some slight deduction to the ordinary studies of such schools.

"One conclusion—addressed to those who organise and finance these schools—is obvious. The structure is elaborate and costly: the staff must not only consist of teachers of varied attainments, but they must have leisure to do the work, which is equal in scope to the lower branches of University programmes: and they must be adequately supplied with apparatus. It is not, indeed, necessary for every pupil in each of these departments to have a teacher at his disposal for every lesson of the day: the more scholarly and advanced the pupil is, the more he requires to be left partly to himself; nevertheless, it is impossible for a teacher to do adequate justice to such pupils if his best energies are exhausted with the strain of teaching junior classes for many hours a day."

Enough has been said to show that the book, though called "Principles of Class Teaching," may be read with profit by managers as well as by teachers. In fact our complaint is that they do not care to make any special

study of educational topics. A proposal to institute for would-be managers an examination in School Management and Organization would be laughed at, and rightly too. But there can be no objection to recommending a list of books for their edification; and in any such list Dr. Findlay's 'Manual for Teachers' will find a high place. Hence the title of this article.

The book is by a practical teacher and, as is claimed in the preface, it has the great advantage of having been written from the workshop instead of the lecture-room. It is packed with useful directions and wise cautions, and must appeal to every thoughtful and experienced teacher. Much praise, though not so much praise, is due also to the theoretical basis of the book, which shows a strong partiality for German pedagogics. One cannot also forbear to express one's regret that such a valuable book should be disfigured by a tone of needless sharpness in criticising other schools of thought. In particular the contemptuous reference to the honoured name of Dr. Bain is simply indefensible.

V. S. SRINIVASAN.

SHAKESPEARE'S VOCABULARY.

BY DR. W. J. ROLFE, CAMBRIDGE (U.S.A.).

I.

Shakespeare's vocabulary is remarkable for its vastness and its variety. The average literary man, it is said, uses about 5,000 words. Milton has 8,000, which is an extraordinary number. Shakespeare has 15,000, or nearly twice as many as Milton, and probably more than twice as many as any other English author. These figures are generally accepted by writers on the language, only two or three of them having been inclined to go behind the returns and demand a recount. These authorities, however, agree that the number of Shakespeare's words is

making it from 20,000 to 24,000, the results being probably due to different methods of counting; and they agree in making Shakespeare's vocabulary by far the most extensive in English literature, exceeding Milton's by at least 7,000 or 8,000 words.

Shakespeare is particularly remarkable for the number of words he uses only once. A single play sometimes contains more than two hundred such; very few plays have less than a hundred each. The entire number cannot be less than five thousand.

Among these are many familiar words which we are surprised to find in the list. Opening Bartlett's Concordance at random, I note on three or four consecutive pages such words as imagery, imbecility, immortality, impede, imperfectly, impetuosity, imply, improbable, improper, improve, impure, inaudible, indulgent, infest, inflict, informal, inlay, inquiry, inroad, intimation, intoxicate, incivility, inconvenient, incorrect, incredible. I pass by many that are almost as familiar (impotence, indigent, inference, &c.), and do not include rare words like indigest, indign, inexecutable, &c. In the case of verbs (impede, imply, &c.), no other inflection is found.

Some of these words are negative forms of words that occur quite often, but in other instances the original word is rare or not found at all. For instance, audible occurs only twice, correct (adjective) never, and credible once.

A recent critic has examined the New English Dictionary (Oxford) under the letter A, and finds ninety-five words that appear in Shakespeare for the first time in all our literature, and 317 words that have meanings appearing for the first time. This makes the whole number of new meanings (adding eight words that have more than one new meaning) 420. If the proportion is the same for the rest of the alphabet, it would indicate that Shakespeare uses about 1,900 words for the first time, and has about 8,400 new meanings. This shows how greatly he has developed and enriched our language. Comparatively few of these words and meanings have been rejected

since his days, and many of his new meanings have displaced the old ones.

Some curious and suggestive facts are given concerning the contributions made by Milton and Tennyson to the language. Milton (under letter A) adds forty-two new words and 120 new meanings; Tennyson four new words and eighteen new meanings.

It is also interesting to note the words most frequently used by Shakespeare and these two poets. Shakespeare has *love* oftener than any other word (2,602 times), Milton has it 144 times, and Tennyson 634 times. This is Tennyson's most frequent word, while Milton's is *heaven* (517 times), which Shakespeare has 856 times, and Tennyson 143 times. Shakespeare has *God* 1,149 times, Milton 446, Tennyson 191. Shakespeare has *heart* 1,083 times, Milton 103, Tennyson 388.

Shakespeare's three most frequent words are thus *love*, *God*, and *heart*, each one used much oftener than by the other two poets, though from Milton's chief subjects we might expect a different result with regard to *God*, as well as *heaven*.

In the case of certain other words the figures are interesting. Shakespeare has *gentle* 393 times, Milton 36, Tennyson 12. Shakespeare has *gentleman* 445 times, Tennyson seven times, Milton not at all. Shakespeare has *sweet* (a word that did much service then, like *dear* nowadays) 865 times, Milton 90, Tennyson 80.

Much might be said in comment on these statistics, which illustrate many facts in the history of the language, as well as the characters, habits, and tastes of the three poets. Of course the various subjects on which they wrote, and sundry other facts connected with their literary history, must be taken into account in a critical study of the statistics.

Much has been written about the comparative use of Saxon and Norman-French, or French-Latin, words by our authors. Shakespeare used the one or the other instinctively; for, as Lowell has remarked, "the absurdities about the

comparative merits of the two, invented by persons incapable of distinguishing one tongue from the other, were as yet unheard of." Shakespeare sometimes has line after line almost entirely made up of Saxon monosyllables; and again lines in which a pair of Latin polysyllables almost fills out the measure: "This supernatural soliciting"; "Than violentest contrarieties"; "In acclamations hyperbolic"; and the familiar "The multitudinous seas incarnadine."

A large proportion of the once-used words are of Latin origin; and such words were then being profusely introduced into English. As Lowell says, "more words of Latin original were brought into the language in the century between 1550 and 1650 than in the whole period before or since." Shakespeare appears to have picked up many of these new words, and to have tried them, if only once. He was no thorough scholar in Latin, as Ben Jonson was; but his schoolboy knowledge of the language, together with a natural taste he apparently had for observing the derivation of words, led him sometimes to use Latin derivatives in their etymological sense when, as the New English Dictionary shows, they were not so used by other writers. Thus, according to this authority, he was the first to use *extravagant* (twice), and also the noun *extravagancy*, in the literal sense of wandering.

Sometimes he was astray in his etymology; as in using *plurisy* in the sense of excess, as if from the Latin *plus, pluris* (though he was not the first to make the particular mistake), and important and importancy in the sense of importunate and importunity, though he also uses the latter words. I cannot, however, believe that he confounded words so familiar as *eternal* and *infernal*, as Dr. E. A. Abbott and others suppose he did in expressions like "eternal devil," "eternal villain," &c. Apart from the fact that he uses both *eternal* and *infernal* correctly elsewhere, we find *eternal* in English provincial dialects expressing abhorrence or detestation; and I think that I was the first to call attention to the similar use of the Yankee 'tarnal. It is not improbable

that Shakespeare had heard (or heard of) *eternal* in this sense.

Shakespeare also coined words now and then—at least, the lexicographers have found no earlier instances of certain words in his works; like *at-task*, *beetle* (verb), *incarnadine*, *irregulous*, *exsufflicate*, &c. Some words of this kind may be corruptions in the early editions, but most of them are accepted by critics and lexicographers as of Shakespeare's own mintage. Some are evidently satirical hits at affectation in language; like *directitude* in *Coriolanus* (changed to *discredit* or *dejectitude* by editors who did not understand this), *conspicuities*, &c.

II.

Many other facts, to which I can merely allude, indicate Shakespeare's critical interest in words as words, while at the same time he satirizes pedantry in that line; as in the discussions of Sir Nathaniel and Holofernes about words (in "Love's Labour's Lost"); the remark of the clown in "Twelfth Night" about *element* as a word "overworn"; the criticisms of Polonius on beautified, mobled, &c.

Young readers—and possibly some of their elders—may need to be reminded that the first English dictionary, properly so called (with the words defined in English), was not published until 1604, when Shakespeare was forty years old. Excellent dictionaries of French (like Cotgrave's), Italian (Florio's), and other foreign languages had appeared, but none of the vernacular.

The dictionary of 1604 was a little volume of 120 pages (five and one-half by three and one-half inches) prepared by Robert Cawdrey, who had been a schoolmaster. It was entitled the *Table Alphabeticall of Hard Words*, of which it contained about three thousand. In 1616, the year of Shakespeare's death, it was followed by John Bullokar's *English Expositor*, a book of the same kind and size, which passed through many editions. In 1623, Henry Cockeram's *English Dictionarie*, another small book, was brought out. It was in three parts:—

(1) Hard words explained by easier ones. Many

of the words would be hard now; as *abgregate*, "to lead out of the flock"; *aceresecomick*, "one whose hair was never cut"; *bubulcicate*, "to cry like a cowboy," &c. Some would not be hard now; like *abhor*, *abrupt*, *absurd*, *action*, *activity*, *actress* (defined as "a woman doer"—women did not appear on the stage until later), *blunder* ("to bestir oneself"), *garble* ("to cleanse things from dust"), &c.

(2) Ordinary words explained by hard ones, intended to teach a learned style. Thus: "too great plenty" is defined by *uberty*; "of one age" by *coetaneous*; "youthful babbling" by *juvenile inaniloquence*, &c.

(3) "Treating of Gods and Goddesses, Men and Women, Boyes and Maides, Giants and Divels, Birds and Beasts, Monsters and Serpents, Wells and Rivers, Herbes, Stones, Trees, Dogges, Fishes, and the like"; a key to classical, historical, and mythological allusions, marvellous persons, animals, things, &c.

It is a curious fact that these early dictionaries were mainly prepared (like Pattenham's *Art of English Poesie*, 1589, one of the very first English books on rhetoric and versification) for the educational needs of women. Cawdrey's *Table Alphabeticall* was dedicated to five ladies, and the title-page states that it is "gathered for the benefit of Ladies, Gentlemen, or any other unskilfull persons." Bullokar dedicated his *Expositor* to the "Ladie Jane Viscountesse Montague," and expressed hope that, under her patronage, it would be "admitted among greatest Ladies and studious Gentlewomen." Cockeram similarly on his title-page refers to his purpose of helping the ladies to "the more speedy attaining of an elegant perfection of the English tongue," &c. Thomas Blount, in his *Glossographia*, 1656, another hard-word dictionary, states that the book is "chiefly intended for the more-knowing Women and less-knowing Men"—which is not the compliment to the women that it may at first seem to be.

It was not until more than a century after Shakespeare's death that the first general Eng-

lish Dictionary (Bailey's) appeared, in 1721. It did not indicate accent or pronunciation, though it gave the derivation of words. Only the hard words were really defined. Common words were supposed not to need explanation. Cat was "a creature well known," horse, "a beast well known," &c. But many editions were published, and it served the needs of our forefathers until 1755, when Dr. Johnson's Dictionary was brought out.

One who has not seen the earlier dictionaries can hardly realize what diminutive books they are. I have before me the eighth edition (1688) of Bullokar's *Expositor*, which, according to the title-page, is "revised, corrected, and very much augmented," with "a new and copious supply of words," &c. The page measures five and one-half by three and one-quarter inches, and the book in its leather binding weighs barely five ounces. It was printed at Cambridge (Eng.) "by John Hayes, Printer to the University." In addition to the dictionary proper, it contains an "Index Anglico-Latinus, or Small Dictionary, serving for the Translation of ordinary English words into the more Scholastick, or those derived from other Languages"; doubtless suggested by Part III. of Cockeram's Dictionary, described above. Specimens from the first page are: "To Abet, to Instigate"; "An Abode, Habitation"; "Of one Accord, Unanimous"; "To manage Affairs, to Negotiate"; "A fit of an Ague, a Paroxisme." Many of the "learned" words would be strange to intelligent people now; as *Deambulation* (for walking), *Ablactation* (weaning), *Oscitation* (yawning), &c.

A second Appendix is entitled, "A Brief Nomenclator, Containing a Summary of the most memorable Things, and famous Persons, whether Inventors and Improvers of rare Arts and Ingeniities, or others." This abounds in curious and amusing matter, of which I can give but a few of the briefer examples: "Ana, a River of Spain, which runneth under ground for the space of fifteen miles, which gave occasion to the Spanish to boast of a bridge, whereon ten thousand sheep

might feed"; "Basilisco, a certain herb, growing in Italy, which being laid under a stone, in the space of about two days produceth a Scorpion"; "Dabuck, a sort of animal in Africa, resembling a Wolf, except in the feet, which are those of a man. It rakes dead men's carcasses out of their graves and eats them: the way to take it is by singing, and the sound of a Taber, by which when it is drawn out of its den they use to throw a rope about its legs"; "Viemalim, a sort of bird in America, very small, having a long slender bill, and feeding like a bee upon dew and the juyce of flowers; it sleeps from October to April, the time that the flowers are well sprouted up again; the feathers are of very various and delightful colours."

If Shakespeare had no English dictionary before he was forty years old (1604), if at all, neither did he have an English grammar. None worthy of the name was published before his death; and all his allusions to technical grammar (as I have shown in *Shakespeare the Boy*, page 226), are apparently to the Latin Grammar written in English and published in 1574.

CALCUTTA CONVOCATION ADDRESS.

The annual Convocation of the University of Calcutta was held on Saturday, February 21st, in the Senate House, and was very largely attended.

The Vice-Chancellor (the Hon'ble Mr. T. Raleigh) delivered the annual address. He said:—

Your Excellency, your Honor, Ladies and Gentlemen of the University,—The events of the past academic year have not been such as to call for a long report on this occasion. The Senate has lost six of its members by death, and nine by retirement or resignation. Their services to the University will be recorded elsewhere, but I may be allowed to say that our teachers and superintendents had their share in the sorrow which has lately fallen on the Province, and that our meeting to-day seems incomplete without the presence of Sir John Woodburn.

In my Convocation Address of last year I referred to the appointment of a Commission to

report on the Universities of India. When the report of that Commission was signed, I warned my colleagues to prepare for a strong movement of protest, and the event has justified my forecast. I shall not complain of anything that has been said or written, but I may express my regret that the discussion has taken, on the whole, an unpractical turn. Much energy has been expended in denouncing proposals which nobody ever made, and the actual recommendations of the Commissioners have not been widely read, and have certainly not been generally understood.

In framing those recommendations the Commissioners founded themselves on the Education Despatch of 1854. They drew attention to the fact that some of the most important proposals of the Despatch—notably those which relate to University Professorships and to the inspection of Colleges—have never been carried out; and they tried to show how the policy of 1854 might receive its legitimate and necessary fulfilment.

In taking this line, the Commission was constrained to leave on one side a scheme of University reform which has attracted a certain amount of support. These are able men who tell us that the experiment of 1854 is a failure; that India possesses at present no University worthy of the name; and that the only hope for the future lies in the foundation of a new Teaching University, well equipped in all branches of advanced study, and attracting to itself the best students from all our colleges. One able writer has even selected a site for the new foundation, somewhere among the hills of Chota Nagpur. Far be it from me to say that the University of the future, as these gentlemen imagine it, is only a dream. We shall have it, I hope, but if we are to have it, I am firmly convinced that the first step is to make the most and the best of existing institutions.

In laying down the lines on which these institutions may be improved, the Commissioners address their advice in the first place to Government, from which the Universities derive all their powers. But there is nothing in the report to

justify the charge that we aimed at destroying the independence which the Universities now enjoy. The chief aim of the Commission was, to strengthen the Universities; and the stronger they are, the more independent they are likely to be. In those of our recommendations which relate to the Director of Public Instruction, we were guided by established usage. In all the Universities the D. P. I. is a Fellow and a member of the Syndicate. When schools and colleges are under discussion, his colleagues are accustomed to look to him for information and guidance. We propose that the Director should be in all cases an *ex-officio* Fellow, and that he should act as Vice-Chairman of the Syndicate. This modest suggestion would hardly be worth mentioning, if it were not that it is accepted in some quarters as a convincing proof that the Commissioners were bent on placing the Universities under the heel of the Education Departments.

But the report is not for the consideration of Government only; it challenges the attention of all educated men in India. For some time past we have been aware that our Universities are not usually mentioned with approval by outside critics. They are freely described as examining boards, and we have been told that the training given in our colleges is to a great extent inadequate and unsatisfactory. You now have to face the fact that a Commission, on which the Universities themselves were strongly represented, has closely inspected more than fifty colleges; has conferred with more than 150 witnesses, and has come to the unanimous conclusion that great changes in our methods are urgently required. I say the unanimous conclusion, because the points on which my honourable and learned colleague, Mr. Justice Banerjee, has recorded a note of dissent, are all points which may be conceded without surrendering the main position of the Report. If the opponents of our policy should offer to withdraw their objections, on condition that we accept his Lordship's modifications of the scheme, I think we should close with the offer at once.

Take, by way of illustration, that part of the report which relates to the re-constitution of the Senate. We propose that our Senate should be a working body, directly responsible for advanced teaching, and competent to maintain a high standard of teaching in the colleges generally. We propose that those of our Fellows, who are able and willing to attend to University work, should be among those who are appointed to the new Senate; and that the rest should become in the title, what they already are in fact, namely, Honorary Fellows. As in the case of other deliberate bodies, we propose that the appointment should be for a term of years. For making these suggestions, we have been accused of unwisdom and of revolutionary violence. Now, let us hear Mr. Justice Banerjee. He agrees as to the expediency of creating a new Senate; he agrees as to the number we propose; he agrees as to the limit of five years. His plan for selecting the members of the new governing body seem to me open to some objections. But sooner than remain as we are, I would readily accept my honourable colleague's proposals.

This is not the time to go point by point through the scheme of the Commission; my opportunity for detailed explanation will come at a later stage. But there is one version of our report which meets me so often in conversation and correspondence that I should like to deal with it here and now. It is represented to me that the Commissioners have shown a certain want of sympathy with the difficulties which teachers in this country have to encounter. There are some who say to me: "We are carrying on our College work with scanty resources, and under many discouragements. You come now with a catalogue of new demands, and with a plain hint that we must cease to exist, unless those demands are complied with."

No charge distresses me so much as this—but I usually find that those who make it have not had an opportunity of reading the Report. The taste for Blue-books is not widely diffused, in

India, and the newspapers—of which I wish to speak with courtesy—deal with these matters in a summary way. In giving the outline of our scheme they turn “should” into “shall” and “may” into “must”; they leave out the qualifying words; and thus an impression is produced that every suggestion we make is meant to be turned at once into a law and imposed on five Universities and some scores of colleges without the least regard to place, time, and circumstance. One small example of this method may suffice to show its absurdity. In speaking of hostels, the Commissioners happened to remark on the quality of the lamps used by students who burn the midnight kerosene in the pursuit of learning. On this a newspaper editor gravely asks me say whether the quality of a student's lamp is a proper subject of legislation. To be sure not; but who said it was?

In the paragraph which is devoted to legislation, the Commissioners have clearly described the initial steps which they humbly recommend the Government and the Legislature to take. The rest of the Report is for the most part in the nature of advice. You cannot refuse to consider that advice; five of the seven names appended to it are the names of men who have had long experience of educational work in this country. But the Commissioners themselves tell you that the process of improvement to which they look forward must be gradual, that it must be carried out with due regard to existing interests, and that you are to rely not only on statutes and regulations, but on the voluntary co-operation of all who are interested in it.

We knew well that we were making a formidable demand on our colleges. We had some misgivings lest the demand for increased efficiency might have the incidental effect of curtailing the opportunities which poor students now enjoy. But this is one of the passages where the difference between “must” and “may” is very important. The measures we propose may have the effect of narrowing the field of University education. Whether they are to have that

effect or not will depend, not on the Commission nor on Government, but on the educated classes of this country. We are often reminded that this is a poor country, but we ought not to make the poverty of the ryot an excuse for want of energy or want of hope in other and more fortunate classes of our people. We have, here in Bengal, all the resources, in men and money, which are required to place the colleges of Bengal in a satisfactory position. The worst enemies of education are the men who argue that because India is a poor country, therefore, we must tolerate what we know to be inferior, we must not think of aiming at the best.

The word “efficiency” has recently become a weapon of attack in English politics; it seems to alarm some of our college teachers, and they have asked me to define the term by means of rules. Something can be done in that way, and Allahabad has taken the lead by prescribing in detail the arrangement to be made by colleges which teach physics and chemistry. But the utility of rules, as His Excellency and I have much reason to know, is limited. Efficiency is an ideal, always before us, and never quite attained. Balliol College, for example, has the advantage of our Calcutta colleges in certain points; but if I could take you through the halls of that learned society, you would find that in their official capacity the Fellows of Balliol are a body of discontented men. There is always some great thing which the college needs, and is trying to get. If the day should come when the Fellows fold their hands and say—“No more changes: we are as good as anyone can expect us to be”—that will be the day of Balliol's decline.

There is one department of our work which has occupied so much of my mind that I should like to mention it specially to-day. I refer to our Law classes. There is a very strong body of opinion to the effect that our present system of law teaching is inadequate and unsatisfactory. About a year ago, a friend said to me: “I hope your Commission will do something to prevent the

Universities from flooding the country with untrained lawyers.” These are not the words of an English official; they were uttered by an Indian gentleman, who has attained to a high position in the legal profession. I will ask you to look closely at the advice given by the Commissioners on this point, and I make that request because part of our scheme is persistently misquoted. The Bombay Senate, for example, has recorded a Resolution condemning a proposal which I cannot find in the report. We recommend—I wrote the words myself and chose them carefully—that “the question of creating or maintaining and improving an adequate School of Law should be taken up without delay at each of the Universities.” When the question is taken up, we shall have to consider details and to meet fairly any representation from the interests affected. In the first instance, the question, as it relates to Calcutta, is for the Government of Bengal and the High Court; and with them I am content to leave it. But my colleagues in the Senate may rest assured of this, that we do not advocate centralisation for its own sake. My own belief is that a School or College of Law, if we can see our way to establishing it, will render services of great value to our profession, and will also have a good effect on the administration of justice in the Province.

As to existing law classes we submitted no formal recommendation, but we expressed the opinion that they must disappear “except where it can be shown that a centre of *bona fide* legal teaching can be established.” Taken with these qualifying words, the sentence is almost a truism, for surely none of us would defend a college department which neither is nor hopes to become a centre of *bona fide* teaching.

On this point there is, I venture to think, a considerable measure of agreement between Mr. Justice Banerjee and myself. He is opposed to centralisation, so far as Calcutta is concerned, and at Calcutta, Bombay and Allahabad he would leave law teaching to the colleges, provided—my

honourable and learned friend is a master of accurate language, and you must not forget the proviso—“provided that they increase their staff where it is insufficient, and make arrangements for tutorial supervision.” And he recommends “that those three Universities should establish at their local centres good Law libraries accessible to all Law students of affiliated colleges, and Law societies under the guidance of Committees composed of members of the Bench and the Bar of the High Court and of the Professors of the Law Colleges.” If those who quote Mr. Justice Banerjee's opinion against mine will only promise to work up to the learned Judge's programme, I will gladly leave the matter to be settled between him and them.

The problem of reform is to some extent a money problem. My mind is always returning to this part of the subject, and I see as clearly as any of our critics, all the difficulties that lie before us. I do not for one moment forget that good work has been done, and is being done with very humble appliances, or that India is a country in which learning and poverty have often gone cheerfully hand in hand; but even if our staff be left out of account, we cannot have the buildings and the libraries and the laboratories we should like to have unless we are prepared to face a large expenditure. I have sometimes been asked to explain how the Scottish nation has been able to provide itself with four teaching Universities for a population of four millions. Those Universities owe little to legislation or to Government action of any kind. They have been placed in the position they now occupy by a long succession of gifts from their own graduates and students—men who remember their college days with pride, and who desire to hand on to others the advantages which they have themselves enjoyed. It is to this source, more than to any other, that I would fain look for the help we need. Do not say that the University is an alien institution, which strikes no deep root into the soil of India,

but make it your own by wise generosity and patient effort.

Next week we shall begin to debate these matters in the Senate. May I now make a personal appeal to my colleagues in that learned body? It seems to me that the time has come to shut off the stream of eloquence which has been flowing so freely, and to see what we can effect by amicable interchange of opinions. I shall be present at that debate, not as a Commissioner, nor as a member of the Government, but as Vice-Chancellor, bound to consider every question in its relation to the interests and the sentiments of my own University.

I ought, perhaps, to apologise for an address which has partaken so largely of a controversial character. The learned Chief Justice may almost have thought he was back in the High Court, listening to a too persistent advocate. And in truth I have spoken this afternoon as one who has a great cause to plead. I hold a brief for the University of Calcutta, and my brief is the Report of the Universities Commission. On that I shall ask their judgment—not pressing any detail of our scheme, but concentrating attention on the main issue. I ask them to admit that there are serious defects and some abuses in our present system, and if they are with me on that point, then to decide that the University will co-operate with the Government in endeavouring to find a remedy for evils which we all deplore. If their judgment is in my favour I shall rejoice, and if it is against me, I can wait for better times.

BOMBAY CONVOCATION ADDRESS.

On Tuesday, February 17th, the annual Convocation of the Bombay University was held in the Sir Cowasjee Jehangir Hall of the University. The Rev. Dr. Mackichan, the Vice-Chancellor, presided and there was a large gathering.

The Vice-Chancellor, in addressing the Convocation, said:—The academic year that has

closed has witnessed the removal by death or by retirement from India of a number of eminent names from our Senate-roll. The list of deceased Fellows includes the names of Mr. Dosabhai Framjee, C.S.I., a man of high administrative capacity, and for many years a type of magisterial ability and purity in our city; the Rev. Charles Gilder, for many years an eminent member of the Eurasian community in Western India; Mr. Nagindas Tulsidas Marphalia, B.A., LL.B., long an honoured member of the Bombay Bar and eminent amongst Gujrati scholars; Dr. J. A. da Gama, Kt., C.I.E., at one time a Syndic in Medicine; and Rao Saheb Madhavlal Harilal Desai, B.A., a Gujrati scholar who did much to uphold the reputation of the graduates of the University in the field of vernacular scholarship. This list contains two other names more intimately associated with the life of the University—that of Mr. R. M. Sayani, M.A., LL.B., for many years a Syndic and a member of the Board of Accounts, and that of the Rev. H. Bochum, S.J., Professor of Philosophy in St. Xavier's College. This is not the place to speak of the late Mr. Sayani's services to the public life of the city. I would only observe that he combined, in a manner that is not common, the civic and the academic spirit. The latter lent refinement to his public life, while his experience as a public spirited citizen contributed in no small measure to the effectiveness of his services in the various offices which he filled in this University. The loss of the Rev. Fr. Bochum has been a loss to the scholarship of the University. Deeply versed in the special studies to which he had given himself he commended himself to all by the gentleness of his manners and the earnestness of his character. These sterling qualities were conspicuous on every occasion in which he took part in the work or counsels of the University.

The list of retired Fellows includes the names of Sir. E. C. K. Ollivant, Sir Andrew Wingate, Major-General Bainbridge, I.M.S.,

each distinguished in his own department of administration, Mr. James Douglas, and Dr. D. Macdonald.

Mr. James Douglas, who retired from India after a residence in this city of quite exceptional duration, will long be remembered as the city's historian, and his passion for literary labour and his rare industry in research should remain an example to the alumni of this University, to whom he has shown the way in regions of study that lie so near. The mention of your late Registrar will recall the admirable qualities which secured your continuous recognition during a period of office which included no less than six biennial elections. His unfailing courtesy, not only to the officers of the University, to examiners, and to professors, but also to the humblest of its students, will not readily be forgotten. Occupied as he was with many interests, I think we may justly say that during these years of office he made the interests of the University, in a peculiar sense, his own, and that we are to-day reaping the fruit of his faithful and zealous service. In thus bidding farewell to the Registrar who has left us we extend a welcome to Professor Dastar—the successor whom you have selected to fill the place left vacant, who may be confidently trusted to maintain the best traditions of the important office to which he has been called.

ENDOWMENTS AND THE NEED FOR MORE.

Under the head of Endowments the Annual Report of the Syndicate enumerates some welcome additions to the scholarships of the University. The name of Sir Dinshaw Manockjee Petit will be commemorated by the two scholarships founded by the late Baronet's two grandsons, Sir Dinshaw Manockjee Petit and Mr. Bomonjee Dinshaw Petit, respectively. To these should be added the Rajaram Govindram Scholarship founded by Mr. Motilal Narotamdas. Five offers of endowments are now under consideration, one of which has a special interest, as

it contemplates the addition to the University Library of a collection of Sanskrit works to bear the name of the late Professor Max Müller. But this, as well as the application of the four other offers referred to, belongs to the business of the coming year. Such evidence of a public benevolent interest in the University are most gratifying; but any one who examines the finances of the University must be struck as much by its poverty in one department as by its riches in another. The number of its prizes and rewards for the successful student is in remarkable contrast to its entire want of resources for university purposes in the stricter sense of the term. We have funds for helping deserving students through a university course, funds for rewarding a few of the more industrious graduates who continue their literary studies, and funds for sending our "alumni" to the schools and universities of Great Britain. But the university, as an organization existing for the promotion of learning, possess almost none of the instruments of education. There is a University library notoriously incomplete in all departments and little used by professor or student; and there is an annual course of lectures on the Wilson philological foundation which rarely attracts more than the scantiest audience. When I have mentioned these, I believe I have exhausted the list of the direct contributions of our University to the education of its students. The reason for our poverty in this department is not far to seek. If a university aims at the discharge of no higher function than that of examining candidates and conferring degrees, it cannot hope to attract to itself the benefactions of the friends of education for any other purposes than those which aim at facilitating the path of the student through the various courses which the University lays down. The only object of living interest in the University is the student, and unless as a University we are prepared to undertake a higher function, than those which we at present discharge, we cannot expect that public liberality will seek any other

than the old channels into which the statutory donation of Rs. 6,000 will continue to flow. But as this is a subject to which I shall have to return later in this address, I pass from it now.

It is gratifying to note that the benefactions to which I have referred promise to be fruitful in effecting their object. We have at present two Sir Mangaldas scholars studying in London, and three more under appointment. Regarding the scholars who are now in England, the Syndicate has received most encouraging reports. The Government of India scholarships which this University enjoys in common with the other Indian universities, have opened up most honourable careers to our more distinguished graduates. Some of these have won high honours at the English universities; some have returned to enter upon that high service in the State to which they have won an entrance through the narrow gate of a keen competition. Of these the latest example is Mr. C. A. Abdul Latif who, after a distinguished career at Cambridge, obtained one of the highest honours open to candidates, for the Bar, and crowned his career of study in England by taking the first place in the final examination of the candidates selected for the Indian Civil Service. Mr. C. N. Cama, one of the twin brothers to whom reference was made in last year's Convocation, has, after taking a high place among the Cambridge wranglers, succeeded in the examination known as the Mathematical Tripos, Part II. To this honoured list must be added those distinguished graduates who have not left our shores but have continued their studies with success and distinction in their own University. Only the few can hope to enjoy the advantages of study at foreign Universities. Our main concern must always be with those who must remain in their own land, and it is the interest of this growing class that I mean specially to plead in the appeal which I am going to address to-night to the friends of higher education in Western India.

RESULTS OF THE EXAMINATIONS.

There is one other point to which I must make a passing reference in this review of the events of the year. The report just submitted to you shows, I fear, a somewhat serious decline in the number and percentage of successful candidates in several of the more important examinations. It is not improbable that this has been in some degree due to a raising of the standard in the examinations referred to. The attention which has been drawn to this subject in the discussions which have gathered round the report of the Universities Commission may have had this as one of its indirect results; but it is impossible to draw any sure conclusions by reason of the disturbing influence that has come from the continued annual prevalence of plague at so many of our educational centres. Those who know the conditions under which University and secondary education has been carried on during these past seven years—amid the constant migration of students from college to college and with only a partial attendance on the part of large numbers of them—are not surprised by these fluctuations in the University results even when they are most marked. They are prepared for such anomalies in an anomalous time, and their predominant feeling is one of thankfulness that under the pressure of a great calamity, which has annually denuded schools and colleges of their students, our educational system has not gone under. I am more than ever convinced of the wisdom of the policy of elasticity in the matter of college attendance, which applied to a body of young men who know their own interests and are naturally disposed to a studious life, has saved the situation. I know that it is possible that such a generous policy may be occasionally abused; but it is a policy to which I trust this University will adhere so long as the present distress continues. Still the dark shadow hangs over the land. May God in His Mercy grant a speedy deliverance from the affliction which has touched so deeply the students of our Univer-

sity. That the present condition of the University shows comparatively so few signs of enfeeblement is a witness to the vitality of higher education in this country which all who affect to minimise its importance may do well to ponder. For us it may also be well to take note of a growing dissatisfaction with some of our University methods. As a University which is in idea purely an examining body it behoves us to be specialists in this function of examination and to be ready to adopt all possible means to make our University tests more real and more rational. This important subject is now under the consideration of the Syndicate in connection with a carefully prepared report which the Registrar has submitted on the conduct of the examinations just concluded. The consideration of the subject will lead, it is hoped, to some improvement both in the external arrangement of our examinations and the manner of deciding their result.

THE UNIVERSITIES COMMISSION.

No review of the work of an Indian University during the year 1902 can omit a reference to the report of the Universities Commission appointed by his Excellency the Viceroy at the commencement of the year. The Convocation Address of last year was mainly a forecast of what such a Commission might be expected to accomplish; and looking back upon this forecast, I cannot withhold my expression of satisfaction in the fact that our late Vice-Chancellor was able, with a remarkable insight into the University's needs, to anticipate in his suggestions so many of the reforms advocated by the Universities Commission. I can recall three periods of attempted reform in the history of our University. I remember how, in 1878, Sir Richard Temple, as Chancellor of the University and as Governor of Bombay, sought to influence the studies of this University in the direction of scientific education, and by his masterful action in a celebrated meeting of the Senate prepared the way for the institution of the degree of Bachelor of Science.

This desire to bring the University more into line with modern requirements was characteristic of that man of action, but his efforts achieved little through failure to recognise that a University, by instituting a degree, accomplishes nothing unless it can simultaneously provide adequate means of instruction in the faculty to which the degree belongs. A resolution of the Senate can do the one, only a large expenditure of public and private funds can accomplish the other. Thus in this University the B.Sc. degree has languished on during more than twenty years. Some impulse, no doubt, has been given to science teaching in our University; but the B.A. degree attracts the multitude, not because its privileges are greater but because its courses are more adequately taught. The advent of another Chancellor specially fitted by his experience of academical systems to guide the University over which he presided, marks another epoch. Sir Raymond West's draft bill, which dealt chiefly with the constitution of the University, belongs to the same period. It proved abortive because it was in advance of the opinion of the hour on the subject of the administration of the University, or perhaps rather because its projected changes of administration were not accompanied by any proposals for the enlargement of the functions of the Indian University. Lord Reay addressed himself to a different task. He sought to raise our ideals regarding the scope and character of a University. He succeeded in making us feel the full weight of our academical shortcomings; but as an administrator familiar with University problems he did not commit the University to programmes of examination in advance of the available teaching power. On the contrary, he sought to strengthen the teaching power of the constituent colleges and, at the same time, to call into existence other forms of education suited to the varied wants of the country. Apart from what he actually achieved in both these directions, Lord Reay achieved even more by awakening that discontent with prevail-

ing methods and standards which must always precede any effective and lasting reform. In this respect education in this

PRESIDENCY OWES MORE TO LORD REAY

than mere observation of its external progress can disclose. The third movement is that in the midst of which we now stand. Initiated by a Viceroy filled with an academic enthusiasm which has not grown cold in the atmosphere of political and administrative labour, it has addressed itself to the fundamental questions of the hour, and aims at a practical solution of the most urgent of our University problems. A Viceroy who for many days in succession, presided from morning to evening over an Educational Conference is a phenomenon unique in Indian history, and we may feel assured that the appointment of a Commission meant that the time was found to be ripe for important developments. The report of that Commission is now before you, and while I should have preferred that it had fallen to some one unconnected with the Commission to expound the spirit and aims of its recommendations, I do not feel bound to any silence by my connection with the Commission, nor do I shrink from the task of exhibiting their real scope and purpose, notwithstanding the keen controversy that has gathered around the discussion of them. My aim is not to re-awaken controversy, but rather to allay it by attempting to remove the cloud of misconceptions that has obscured the discussion. First and foremost of these is the impression prevalent in some quarters that the Commission was appointed merely as a diplomatic expedient for carrying into effect as if by a constitutional procedure an arbitrary foregone conclusion. This impression, I need scarcely say, is not a compliment either to the Government that appointed the Commission or to those who served on it. I am happily in a position to repel any such suggestion. From the beginning to the end of the sittings of the Commission those members of the Commission who had taken no part in the delib-

erations of the Conference at Simla were ignorant of the resolutions adopted in that Conference. The Government of India observed a studious reticence in regard to them, and with the exception of certain proposals regarding a School Final Examination which had been remitted to every Director of Public Instruction in India and were matters of common knowledge, I have remained in ignorance till this day of these mysterious decrees. The resolutions to which we put our names were arrived at as the result of a careful, independent discussion of evidence accumulated throughout India. I trust it is not necessary to add that the Commission could not have been constituted as it was under any other conditions than those of unfettered independence.

MUTUALLY DESTRUCTIVE CRITICISM.

I have noted two mutually destructive lines in the legitimate criticism that has been applied to the report. On the one hand it has been accused of not going far enough, on the other of going too far in its demands in respect of University examinations and College efficiency. Sir William Ramsay, the distinguished Professor of Chemistry in the University of London, has complimented the Commission on the ideal of University education set forth in its report, but he accuses it of having immediately deserted its own ideal in the practical measures which it recommends. He chides the Commission with having lowered its ideal to the level obtaining in such backward countries as England and Scotland, and for its ignorance of what is being done in the advancing Universities of Germany and America. It was, however, possible for the Commission to know much of these things and yet not to feel that it was called upon to transform the Universities of Calcutta, Bombay and Madras into imitations of those of Berlin, Göttingen or Leipzig or of the John Hopkin's University of Baltimore. It would have been as easy as it would have been futile to recommend any such Utopian proposals. The Commission had to deal with a practical problem—the development, not the complete reconstruction of the Indian University—and the judgment of every man who is authorised to speak on Indian

University education will support the Commission in this interpretation of its duty. I am not one of those who think that Indian University education has all along been on the wrong lines. The history of education in this country, when fairly interpreted, will show that it has in the main followed lines that were both right and wise, and that no other system could at the time and in the circumstances have been fitly introduced. The system inaugurated in the beginning has achieved results in the education of India of which it need not feel ashamed. I can see not blundering but wise foresight in the policy initiated so long ago, and I do not wish to see it reversed: but I would deprecate with equal earnestness the unwisdom of refusing to adapt it to the changed conditions which its own past success has helped to produce. This is the error committed by those who demand a maintenance of the status quo and who meet every suggested reform with a stereotyped refusal. The key to the understanding of the whole programme laid down by the Commission is found in the sentence which begins the section on Teaching, para. 81:—"In a rightly governed University examination is subordinate to teaching; in India teaching has been made subsidiary to examination." While it is no doubt true that the condition of no University can be exactly represented by any general statement, I am convinced that this description depicts in its broad outlines a state of things with which we are painfully familiar. Thirteen years ago in addressing you from this chair I gave expression to views which are in substance summed up in the passage I have quoted. The Commission has sought to shift the centre of gravity of the whole system from the examination to the teaching, hence the prominence which it has given to the question of the efficiency of Colleges, and to the framing of suitable courses of instruction. Everything that follows in the recommendations is the logical outcome of the position thus assumed. The maintenance of efficiency in Colleges implies that the conditions under which affiliation is granted shall be revised and demands an adequate machinery for the carrying out of the rules defining these conditions. New functions are virtually

assigned to the Syndicate and Senate, and these in turn necessitate a revision of the constitution of these bodies. It is no part of my intention to enter into a detailed vindication of the proposals for a reduction in the membership of

THE SENATES

of our Indian Universities. It is perhaps too much to expect any Senate to welcome at first sight any proposal based on the assumption that the existing Senates are unwieldy and unfitted to discharge successfully the function of University government. But at the same time I would remind my colleagues in the Senate of this University that, while their reluctance to accept this conclusion is most natural, no argument of a negative kind based on the absence of serious accidents in the working of the existing machinery entitles us to claim that this machinery is adapted to the functions which must be assigned to the governing bodies of the Universities under an enlarged conception of their duties and responsibilities. I would call attention in this connection to the significant fact that even the esteemed member of the Commission on whose minute of dissent much of the current criticism of the Commission's recommendations is based, was so impressed by the evidence placed before the Commission on this particular point that he, too, gave his judgment in favour of a reduced Senate, dissenting from his colleagues only in regard to the method by which it was proposed to bring about the reduction. I sympathise with the reluctance to accept this proposal of those who imagine that it amounts to a condemnation of their past services to the University; but I would urge them not to mistake the spirit in which it is made nor to forget that in the re-constituted Senate many of us may hope to be included and to enjoy in this new position opportunities of serving the University perhaps greater, certainly not less than those which we have enjoyed as members of an overgrown body. But however the proposal may be regarded, we may not overlook the fact that it is an essential part of the programme of reform; it cannot be omitted without prejudice to the whole and to every part of the scheme now under the consider-

ation of the Government of India. The same applies with equal force to the proposals regarding the composition of the Syndicate. Teaching, not examining, being the central function of the University, the Syndicate to which the executive duties of the University are entrusted must be in the main a body of experts. You will look around the world in vain for any example beyond that of our Indian Universities of an executive University control that is not vested almost exclusively in those who are themselves engaged in the work which it is the function of such an executive body to direct. What, for example, would Oxford think of a Hebdomadal Council constituted on the basis with which we are familiar in our Indian Universities? There have been Syndicates in India in which seldom more than one-fourth, and often less than that proportion, have had any direct connection with the education of University students—a condition of things which would not be tolerated for a moment in any University in the West.

THE FIRST STEP TOWARDS REFORM.

It is by a constitution which will recognise Colleges as constituent parts of the University that it is hoped to bring something like organization and coherence into our Indian Universities so that they shall be no longer mere agglomerations of unrelated elements, but centres of an organised academic life. This is the first step towards any effective remodelling of the Indian University in comparison with which even the reconstitution of the Senate is a matter of secondary importance. Here, too, it was the weight of evidence accumulating as the Commission proceeded from University to University that compelled the conclusion at which the Commission arrived. On these two constitutional changes to which I have referred, the possibility of any scheme of University reform hinges. They are indispensable for the good government of the University; and for real efficiency, which should be the aim of all reform, good government is one of the first requisites. The importance attached to the provision of well-supervised hostels is another feature in the recommendations bearing

upon the efficiency and influence of Colleges. Without unduly pressing the residential system to the exclusion of every other, the Commission has dwelt on the benefits to be derived from it, and has singled out the object as one to which the efforts of the various Governments ought to be specially directed. I am afraid that in this respect our own University falls behind even the youngest of the Indian Universities, and I would commend this matter to the special consideration of the Government of this Presidency as one which calls for the most liberal measures of encouragement. I take it, gentlemen, that I have your entire concurrence when I say that the University will gladly resign into the hands of Government the examination hitherto known as the University School Final Examination. The University undertook this examination at the urgent request of Government, and it will be prepared to relinquish it when Government may be pleased to request this transference. We recognise the advantages which an examination conducted locally must possess over a huge central examination conducted by the University and welcome the prospect of the reduction in the number of public examinations that will thus be effected. The change proposed will bring our methods more into line with those that are followed in Germany, in Scotland, and in other countries in which secondary education has been placed on a sound basis. It is more difficult to predict the relation in which the Matriculation Examination will stand to the reconstituted School Final Examination. Whether this examination will ultimately be so conducted that the University will be able to accept it in part or in whole as a substitute for Matriculation as is done in the case of the Abiturienten-Examen of the German Gymnasium and the Leaving Certificate in Scotland, is a question for the future. For some time to come, and probably always, there must be a Matriculation Examination; but this examination will admit of considerable simplification, in the case of the majority of candidates, when the School Final Examination of the Educational Department has once been firmly estab-

lished. I see no reason why the University might not devise some method of co-operation with the Department of Education by which a recognition of certain higher certificates in the School Final Examination in lieu of the passing of similar examinations in the University might not ultimately be secured. Anything that will tend to the lessening of the pressure of great public examinations on the young life of this country will be a gain to education and a blessing to the youth of the land.

SECOND-GRADE COLLEGES.

It is much to be regretted that in the criticism which has been directed against the report of the Commission, the point of view which I have sought to expound has been so seldom grasped, and questions of a quite secondary importance have been allowed to occupy the horizon. The question of the so-called second-grade Colleges, which has assumed such a disproportionate place in the discussions to which I allude, is one of these. This is a question which scarcely touches a University like ours, which has only one second-grade College affiliated to it, and which for a number of years, and long before any Commission was heard of, has steadily discouraged the recognition of any College which does not teach up to the standard of a University degree. There can be no doubt that a second-grade College is, in many cases, simply a High School enlarged, and in some cases a High School injured, and that such institutions cannot generally hope to satisfy the tests as to equipment and efficiency which are held to be necessary. On the other hand, there is something in the plea put forth on behalf of young students that it is expedient that the period of their departure from home should not be unduly hastened. To considerations of the kind all due weight should be given, even although the dangers feared may be greatly mitigated by the residential system in the first-grade Colleges. It seems to me almost inevitable, however, that the second-grade College, if it rises to the degree of equipment declared to be necessary, will be disposed to claim the higher recognition and pass into the

higher grade. However this may be, the question of the continuance or non-continuance of such institutions is one of secondary moment, and no important aim will be missed if a very wide discretion is permitted to the Universities in their attitude towards second-grade Colleges. Another point around which much discussion has raged is the question of College fees, and in no point has the public misunderstanding been more complete. The opinion has been not obscurely hinted that under this recommendation lies a secret purpose to enhance the cost and limit the extent of University education in India. To any purpose of this nature I can be no party. It is my firm conviction that the cost of University education ought not to be enhanced beyond the limit that has been already reached in the more expensive Colleges. The Indian student pays for University education as much as the student in many richer lands and in proportion to the circumstances of India as much as ought reasonably to be demanded. On this point it seems to me that all anxiety should be laid aside. Not only so, but institutions which aim at providing a gratuitous or a cheap education through charitable endowments or self-sacrificing labours are singled out in the recommendations of the Commission for special consideration. What does all this discussion about fees then mean? It means simply this, that in some parts of India there is an unfair competition in University education of which we know nothing here. There are small towns in which rival Colleges compete with each other by underselling in University education and it is in order to deal with, or prevent the occurrence of this scandal that the recommendations on

THE SUBJECT OF FEES.

have been submitted. There are some people, it appears, who believe that University education can be made lucrative. If Colleges exist which can be made sources of profit, then India has a monopoly of them, and no educated country will envy India its rare possession. It cannot be too strongly insisted on that under no circumstances can University education that is worthy of the

name be ever self-supporting, not to speak of profitable. Behind such education there must always be the resources of a Government, of a Society, of great benefactors, or the invisible resources of self-sacrificing toll. And even this last can never in itself suffice; it must be reinforced by gifts and endowments. If this be so any University would be justified without further investigation in pronouncing inadequate the equipment of any College which sought to maintain itself on low fees and numerous students. The spectacle of such a College is, indeed, sad and depressing, and calculated to awaken very serious reflections regarding the ideals which our University system tends to foster. All that a College needs is not simply a group of resolute educated men. These cannot teach without the necessary instruments of teaching, and work done under such conditions, however it may succeed in satisfying the inadequate test furnished by an examination, must be unworthy of the academic stamp of a University. Indian education has suffered from the attempt to educate cheaply. Its Universities are the cheapest in the world, and we need not wonder that in all those departments of study, which imply a continuous heavy expenditure, their equipment should be, with rare exceptions, so far behind that of the rest of the world. The provision with regard to fees has, as I have explained, no connection with any desire to restrict the field of University education that is worthy of the name. It aims at the reduction and, if possible, the entire elimination of all spurious imitations, and is due to the sincere desire of all the members of the Commission to see the youth of India receive the best that can be given under the name of higher education. Were further proof of the existence of this desire required, have you not such proof in the paragraph of the Report which concludes the section on Finance? "In concluding the section of our Report, which deals with financial questions, it seems necessary to point out that the acceptance of our recommendations must inevitably lead to increased expenditure in many

directions. While we hope that in many parts of India they will furnish an opportunity to public-spirited and generous benefactors of education, we trust that Government may not be unwilling to reconsider the scale on which it supports and aids the various Colleges on which, to so large an extent, will depend the accomplishment of the reforms that have been sketched in the Report. We have laid down standards of College efficiency and equipment considerably in advance of those hitherto accepted, and any such change in our College system will impose upon the Universities also corresponding duties in relation to examinations, control of Colleges, and the provision of the means of post-graduate instructions in certain departments. These reforms, if they are to be carried out on the lines indicated in our Report, must mean an increase of both College and University expenditure. Such education can never be self-supporting. Judged by the standard of Universities in other countries, the achievements of Indian Universities have always seemed poor; but when we consider that in countries in which the Universities depend on direct subventions from the State the larger proportion of the total cost has to be supplied by the funds of the State, we feel constrained to say that unless by Government aid or otherwise the financial position of the Universities can be materially strengthened, the prospect of any thorough change for the better must be indefinitely postponed." From this paragraph we learn the motives that have inspired the recommendations of the Commission. Its policy is not one of restriction but of extension, not that of increasing the financial burdens of the student, but rather that of providing better and more abundant opportunities for his receiving a sounder, a higher, a truer education. I doubt whether any pronouncement on the subject of higher education in India has ever been made which has dealt more sympathetically or more liberally with the higher needs of its educated classes.

GROWING NEEDS.

But ere I conclude I have to make a practical application of the paragraph which I have just

quoted in the form of an urgent appeal addressed both to "the public-spirited and generous benefactors of education" and to Government. I have alluded more than once to the onesidedness of our functions as a University concerned directly with examining rather than with teaching. It is true that there is much teaching in the affiliated Colleges and if these Colleges occupied that place in the University system which the Commission would assign to them, we should have the beginnings of a real University life. But there is a limit to the extent to which any system of teaching through Colleges can be carried out. The time comes to every University that rests upon associated Colleges as it came to Oxford and to Cambridge, when the College system proves inadequate to meet the demands of a widening culture. Division of labour and inter-collegiate arrangements are found to be insufficient to enable the University to keep pace with the advancing tide; and that which no individual College can accomplish becomes the task of the University. Thus there grew up in Oxford and Cambridge museums and laboratories to meet the exigencies of a time in which University education claimed for itself a wider province than that which mediæval tradition had marked out. And here in India we have begun to feel the pressure of the same advancing tide. Science, in its various departments, is loud in its demand for something more than a nominal recognition in our curricula; it claims a conspicuous place in our teaching. Individual colleges have striven to meet this demand up to the full measure of their strength, but the task is quite beyond the resources of the individual College. In these days of rapidly advancing science with its never ceasing demand for increasing equipment in the form of laboratories and apparatus, it is vain to hope that the individual College can cope with the necessities of the time. Those Colleges that have endeavoured to adapt themselves to these requirements are most painfully conscious of the hopelessness of such a task, and they turn to the University in the hope that one great concentrated effort will be made. We must do what

Oxford did, what Cambridge did. While we recognise that individual Colleges are adequate to the task of providing University instruction in the humanities, in the literary branches of education, and while we welcome all the variety which this distribution of the work imparts, we must lay upon the University the responsibility of providing the means of instruction in a department which ought not to be left to isolated effort but should be the concern of the University as a whole. This University must possess

A SCIENCE SCHOOL.

It must provide laboratories for the teaching of science that will make its courses a reality and entitle the Indian University to take its place alongside. In this University we have a great opportunity. Compared with other Indian Universities, even with the youngest of them, we are in a backward condition so far as the provision of science laboratories is concerned. But this very backwardness constitutes our opportunity. No individual College is so committed by expenditure in this department as to make it impossible for us to accept a University department in place of the separate work of the College in this section of University study. The field lies practically open to the University; it only needs courage and enterprise to enter on its possession. I have long pondered this problem and I am prepared to make a definite proposal. I propose that a fund of not less than twenty lakhs of rupees be raised to found this science school in the University of Bombay. Part of this money must come from the public; Government, I think, may be safely trusted to provide the remainder. Part of this fund would be employed to provide buildings for the science laboratories and to equip them with the necessary appliances; part of it in providing instruction to be given by professors specially appointed for the purpose by the University, aided by lecturers supplied by the various Colleges at its request. There are other branches of learning for which similar provision might, in course of time, be made. Meanwhile the beginning which I have indicated is clearly demanded by

the exigencies of the hour. If this University is to occupy the place which befits it among the Universities of the world, the liberality of our men of wealth so noted for their public-spirited generosity must seek this new channel. I appeal for a contribution of ten lakhs of rupees from the friends of higher education in this Presidency. If ten men could be found, each prepared to devote a lakh of rupees to this high purpose, the problem would be speedily solved. Such benefactors would indeed be entitled to rank as the second founders of the University. Whether the problem is to be solved by the gift or gifts of one or of the few or of many, it must be faced and that without delay. When I think of the enormous benefaction which Universities in America, in Scotland and in England have received, of the ancient wealth of the most ancient Universities, and of the lavish contributions of those European Governments that make Universities their special care, I confess to a feeling of generous envy on behalf of the Indian University. But I confess also to a sense of hopefulness when I urge this appeal which, I feel sure, will call forth a response both from the Government and from the people of this city and presidency. We have recently seen unmistakable evidence of the disposition of Government to treat education with an increased liberality, and, as I have already pointed out, one of the strongest notes sounded in the Report of the Universities Commission is an appeal for a larger generosity towards University education. The psychological moment has arrived, and if Bombay will only recognise her opportunity she can do for her University a service which will place it in the front of the University movement in this country and bring it into line, though far behind, with the advancing Universities of the world. Already the fair vision seems to rise and take form in imagination. I see this University preparing herself to take her place as a seat of real learning and as the distributor of the highest intellectual life amongst the peoples of the land. I see her

dissociated in the minds of the ardent and hopeful spirits amongst our youth from the thoughts that gather round an instrument of examination and taking on the benigner aspect of a true "Alma Mater." I see the wealth of this presidency, of princes and people, directing itself more and more into the channels opened up for it by a University that is seeking to rise to the height of her function as a great teacher. And when I think of these things I feel no little shame that so much of our energy should be taken up with the comparatively trivial questions that gather round Senates and Syndicates, passes and failures. I feel that in the degree in which we rise to a true conception of our higher function and realize the greatness of our present opportunities we shall be able to approach that point of view from which these lower things can be clearly discerned and dispassionately judged. I desire to rouse the mind of our University to those higher ambitions and appeal to the large-minded benevolence of this presidency to compel us by its liberality to face our higher destiny.

SCOTLAND'S EXAMPLE.

At a single meeting in my own native city more than twice the sum I appeal for was raised on behalf of a technical institution dealing with a mere section of education. The Universities of Great Britain are adding laboratory to laboratory year by year. The four Universities of little Scotland, by the aid of a mere fraction of a great endowment, are able to extend their equipment by an increased expenditure of about two lakhs of rupees year by year. Surely this presidency which contains the most enterprising of the peoples of India, if it is in earnest on the subject of University education, can achieve the very modest task which I have set before it. To it seems that this is pre-eminently the hour and I am ready to throw all the effort that is in my power into the posed for its fulfilment. I have made a own responsibility to promulgate which

I look to you, gentlemen of the Senate, to make it your own and to exert your influence to secure its accomplishment—and it is my fervent hope that when another Convocation arrives it may be possible to announce that our most sanguine anticipations have been realized. To many of you the thought must have presented itself that this is an auspicious time for such a new departure. We stand at the beginning of a new era which almost synchronises with the beginning of a new century. The reign of the Queen-Empress Victoria of happy memory, not less in India than in every other region of her wide dominions, has closed. In a Durbar of unique magnificence and amid manifestations of loyalty and devotion unprecedented in the history of India, her successor the King-Emperor Edward has been welcomed to the throne of this great empire. Shall not this great event be engraven also on the history of our Universities? These owe their origin to the Victorian reign. They date from the period of the assumption by Queen Victoria, of the Government of India and they have grown up under the fostering influences of her gracious rule. Do we not feel as we thus enter upon a new period in our University history that it ought to be marked by new developments and by new features in the character of the efforts and attainments of our Universities. In Great Britain the new reign has witnessed the beginning of a new direction in University life, a conscious effort on the part of many Universities to bring themselves into touch with modern requirements. Shall not some ripples of this new wave touch also our distant shores and should not University life in India show signs of a new awakening? I am profoundly convinced that the time for such an awakening has arrived, and I appeal to you with one accord to co-operate in a united resolute effort to mark the inauguration of the new reign by those developments in the life of our University that the times demand.

EAST AND WEST.

Graduates and students, although I have been

compelled in this address to devote myself mainly to the discussion of large academic questions and have had no opportunity to address you directly, do not forget that it is your interests that I have had before my mind in all that I have said. The University exists for its students and in all that I have said to-night my thoughts have been of you. We desire that the means of the best and truest culture may be placed within your reach, that the highest influences should play upon your lives. The earnest and the studious among you have shown what you are able to attain with such opportunities as have been offered to you and those who are cognizant of your struggles and your success welcome the conviction that under more favourable conditions and with adequate opportunities you will be found capable of greater things. Do not allow yourselves to be for a moment beguiled by the subtle insinuation, calculated to induce either slothfulness or despair that you students of the past are separated by an impossible gulf from your brethren of the West. The statement that "East is East and West is West" is a truism that carries little enlightenment, but as uttered by a popular poet and caught up into the thoughts of any large section of men it is full of danger and delusion. The whole system of education under which your minds have grown and developed is based upon an entirely different theory. It assumes, and a manifold experience has confirmed the assumption, that there is a common intellectual ground on which East and West and all men can meet, and that it is one of the highest functions of a University education to promote this intercommunion. Any other theory is a denial of the essential brotherhood of the race and can retain its hold only on minds that have grown narrow in their sympathies and secretly rejoice in their own isolation. To seek to maintain this attitude of isolation would mean the impoverishment of the intellect of the world. It is by such contact and by such interchange that the kingdom of the

intellect must attain its true dominion and as in the sphere of ordinary human life as in the sphere of government and empire, East and West have met, so must they meet in the region of the intellectual and spiritual. And if they meet not in the latter there can be no real or permanent good through their meeting in the former. Hand in hand with Western rule in the East must go the intellectual and moral influence that makes the whole world kin. Be it yours young men to yield yourselves with fearless courage to everything that secures the approval of that which is highest within you. Distrust with a distrust supreme and scornful every voice that would allure you from this nobler path remembering amid all outward diversities that essential inward unity to which all your education has been a witness. And as it is the function of this University to bring your minds into contact with the best in literature in morals and in science that Western life has been able to evolve, let it be yours to show the real strength of your own character and life by assimilating and interpreting to those around you all that is true, honourable, pure, lovely, and of good report in the new world of thought that your education has opened up to you. "Life is not for learning nor is life for work—both work and learning are for life."

At the conclusion of his address, the Vice-Chancellor dissolved the Convocation, and the procession retired in the reversed order to that observed on entering the hall. The assembly rose and remained standing until the retiring procession had left the hall.

OUR ENGLISH LETTER.

CAMBRIDGE, February 1903.

I shall have so many deaths to record before concluding this letter that it bids fair to read like a mere string of obituary notices. And even in the commencement I must draw a sort of *post-mortem*; for there can be little doubt that the com-

ing session of Parliament will see the death of the London School Board. What it has done to die is hard to see; but doubtless the Government, like Lord Braxfield when judging an immaculate defendant, thinks 'it would be none the waur for a hangin.' The air is thick with rumours as to the course the Government intends to pursue: every Review one opens has its own forecast, differing like the vaticination of a sporting tipster from every other, and like that vaticination claiming to be inspired. Personally I make no claim to inspiration; I have no notion which of the many suitors the governmental Penelope will choose, or whether she will wait till some Ulysses turns up. One thing alone seems probable, that the County Council, overburdened as it is with work, will be excused this enormous addition to its labours. But if so, what becomes of the boasted 'unity' of the Government scheme, a unity which has already, like an amoeba, split up into eleven hundred and eighty-three units? The Association of Assistant Masters, at their recent meeting, recommended that the authority should be the County Council acting through a Statutory Committee; with the proviso that the teachers themselves should be directly represented on the Committee; and the Incorporated Association of Head Masters approved of a similar scheme. A draft Bill, submitted by this Association to the Unionist Members for London, proposed that the Committee should consist of 58 members, 32 of whom should be County Councillors, 16 nominated by various bodies, and 10 co-opted. But there is a general undercurrent of opinion that the Government has rejected this and all similar plans in favour of some body elected *ad hoc*, but not by the cumulative vote. In the face of all these conflicting rumours it is best not to prophesy; and the scheme now in favour may well be rejected before Parliament meets.

Mr. Lloyd George, whose ability in opposition to the Act of 1902 has made him a great reputation, has formulated a line of action for the

Welsh County Councils, the gist of which might be expressed in the words of Moloch, 'Turn our tortures into horrid arms against the torturer.' Voluntary Schools, he suggests, should not be supported unless they give up their right of appointing the staff and imposing religious tests on their teachers. If this is practicable—and this is very doubtful—the Act must indeed have been badly drafted, for it thus defeats its own main aim. The Welsh Schemes, however, have not been published, and it remains to be seen how far Mr. George's advice will be followed. Those English schemes that have yet appeared are all satisfactory in one respect—they give a decisive majority on the committee to members of the County Council. The Surrey scheme, which was the first in the field and is likely to be widely imitated, adds a very important codicil, to the effect that a consultative committee of experts, *outside of the authority*, should be established. On this body teachers of every grade, Heads and Assistants of Secondary Schools, technical teachers, primary schoolmasters and mistresses, will all be represented: and these representatives will meet four times a year; to them will be submitted all purely educational, as distinct from financial, points of difficulty; and—a matter of no small moment—they will be paid for their time and trouble. If, as is most likely, the Board of Education passes this scheme, and if other County Councils follow the lead, many of the worst features in the Act will, in a peaceful and satisfactory manner, be done away with.

A fair typical specimen of the County Council schemes is that of Lincoln, which provides that the committee shall consist of twenty-four persons, *eighteen* of whom shall be County Councillors, and six co-opted members. Of these six one must be a woman, and they are allocated as follows: to University education one, Secondary education one, technical and agricultural one, and elementary three.

On the second of February an important for-

ward step in the organisation of London University was taken. University College was formally incorporated in London University—a gift of no less than half a million. University College was once all that London University possessed; it has now returned to its old position, but with new hopes and prospects. The old traditions will not be lost, and the future of the college will be more than worthy of its most distinguished past.

Scarcely ever, it is safe to say, have forty-eight hours been so fatal to the Universities as the last two days of January. In that space of time died two of the most distinguished of Cambridge men, and an Oxford Professor of considerable eminence.

Sir George Stokes, who only a month or two back was elected Master of Pembroke, and who had been Lucasian Professor of Mathematics for fifty years, was a man of European reputation, and—with the exception of Lord Kelvin—the last survivor of the greatest band of mathematicians ever known in England: Airy, Cayley, Adams, Stokes, Sylvester, Kelvin, and Tait are names only second to that of Newton; and they all come in the space of twenty years. Sir George deserved, and received, all the honours Cambridge had to bestow; he was Member for the University a few years ago, and the jubilee of his professorship was the occasion of unparalleled compliments. He was eighty-four years of age, but those who saw his rapid and upright walk through the streets or heard the extraordinary vivacity of his talk, had reasonably expected many years more of life for him.

Norman Macleod Ferrers, Master of Caius College since 1880, was also a mathematician of very great ability. Senior Wrangler in 1851, ten years after Stokes, he did good work as a tutor and as an author; but, partly in consequence of ill-health, he never produced anything like what might have been expected from his well-known powers. During the last few years, indeed, he was a confirmed invalid, and had to

be lifted in and out of the carriage in which he took his daily drive. He was a familiar figure by sight to the present generation of undergraduates, but by sight only. Ten years ago, however, he was a personality of great force: his striking appearance, his keen tongue, and his peculiar high-pitched voice, made him unique, and were the subject of innumerable anecdotes.

John Earle had been for about fifty years Professor of Anglo-Saxon at Oxford, and was the author of many works on the subject, chiefly elementary.

He took his degree in 1845, and became Fellow of Oriel; shortly afterwards taking the chair with which he has been associated ever since. He was, however, perhaps better known in Bath than in Oxford, having been Rector of Swanwick and Prebendary of the Abbey for very many years: and he will perhaps be longest remembered for his antiquarian work in connection with that famous city. A paper on the fine Anglo-Saxon poem called the 'Ruin,' in which he identified the ruin with Bath, is probably his most important contribution to scholarship; for the immense advance in Old English learning, which has taken place in the last few years, was the work of others.

Just previously to these deaths took place that of Dr. Sewell, recently Warden of New College, Oxford. I mentioned, in one of these letters, his resignation of the Wardenship a few months ago. He was born in 1810, and had been Warden for forty years. His Oxford life covered the whole period of change from mediævalism to modernity. He knew the famous centenarian Martin Routh, who saw Dr. Johnson in the Bodleian: he entered Oxford before the Oxford Movement was thought of, heard Keble's Sermon, in 1833, that started the movement, and lived to see the old monastic life destroyed and a new world arise upon the old. His brothers, long dead and gone, are mentioned in the books along with Newman and Hawkins, and seem to belong to ancient history. With

him disappears a link with an irrecoverable past.

As if all these losses by death were not enough, we are losing to America the greatest of the younger Cambridge physicists—Professor J. J. Thomson, whose researches are only not universally known because they are so very profound. Professor Thomson is not much over forty, but he has already a name that will be remembered with Newton and Helmholtz; and he has yet time to do greater work still. His depth of knowledge is immense and awe-inspiring: indeed, there is a story, if not true yet *ben trovato*, that a young physicist lost his Fellowship at Trinity because 'J. J.' alone could understand his dissertation, and 'J. J.,' unfortunately, was away from Cambridge and could not be consulted. As Fellowships, unlike prizes for poetry, are not given for unintelligibility, the unhappy candidate was left out in the cold. Professor Thomson, like Clerk Maxwell, Kingdon Clifford, Lord Kelvin, and others is an example of the greatness of *second Wranglers*; for he was beaten in the Tripos by Dr. Larmor of St. John's.

This letter has already, as I foreboded at the beginning, assumed too much of the character of a mere obituary notice; but I cannot refrain from a word upon the late Mr. Quintin Hogg, who died so suddenly the other day. Mr. Hogg was a philanthropist of the best kind, and a true educationalist if any one deserves the name. His 'Polytechnic' in Regent Street was a centre not only of healthy social life but of sound technical education—the first of its kind. Thousands of boys had passed through Mr. Hogg's hands, not one of whom he ever forgot; and his influence was immense and all for good. He owed much, of course, to his athletic distinction—he was a great foot-ball player—but more to his manly, simple, and honest English character. In all but name he was a schoolmaster who deserves to be remembered with Arnold and Thring; indeed it is doubtful whether his in-

HIS EXCELLENCY THE GOVERNOR recently paid a visit to the St. Xavier's High School and received an address from the students.

At a meeting of the past and present students of the Bombay Law School in the premises for the Bombay Ripon High School at Chira Bazaar, the retiring students of the years 1901-03, gave an address to their principal Mr. K. K. Suntoke.

A MEETING of the Bombay University Senate was held in the Sir Cowasjee Jehangir Hall of the University on Tuesday, 10th March, when the Rev. Dr. Mackichan, Vice-Chancellor, presided.

On the motions of Dr. G. B. Kher, Principal, Mr. Macmillan, and Dr. T. Nariman, Sir Hurkisondas Narotamdas, Professor O. V. Muller, and Sir Jamsetjee Jeejeebhoy were elected members of the Board of Accounts for the ensuing year.

Professor Macmillan proposed as recommended by the Syndicate that the offer of Rs. 6,000 from the trustees of the late Mr. N. J. Wadia Charity Fund for the foundation of a scholarship in the name of the late Mr. Nusservanjee Jehangirjee Wadia be accepted with the best thanks of the Senate, and that the regulations drawn up by the Syndicate for the award of the scholarship be adopted. This was agreed to.

THE annual sports in connection with the Bombay High Schools Athletic Association have been held. Mrs. Olivier gave away the shields and cups. Sir Lawrence Jenkins presided. There was a very large gathering of ladies and gentlemen and the arena was surrounded by crowds of school children.

The Harris Senior Cricket Shield was won by the New High School, the Giles Junior Cricket Shield by the Anjuman-i-Islam High School, and the Aga Khan Hockey Cup and the Tata Challenge Shield by the Cathedral High School. Sir Lawrence Jenkins in addressing the meeting thanked Mrs. Olivier for the trouble she had taken to come there and give away the prizes. It was very gratifying to him to note that the idea of a schools athletic association originated with a Justice of the Bombay High Court—the Hon. Mr. Fulton. The association had been doing good work for the last 10 years, and he complimented the Secretary Mr. Savage and other officials connected with it upon the good results which were brought about every year.

SIR ANDREW FRASER, Lt.-Governor-Elect of Bengal, and Mr. H. A. Stuart, I.C.S., of the Madras Secretariat, recently paid a visit to the Day Commercial College at Marine Lines, and were received by Mr. Rustomjee Bhyramjee Jeejeebhoy, Chairman, and Mr. P. N. Wadia, Managing Trustee. The visitors were first shown the library of Commercial Books and Magazines and the Museum of Commercial Products, and were then conducted to the Commercial Classes by Mr. K. S. Aiyar, the Principal and Professor of Commerce. Sir Andrew Fraser expressed himself much pleased with the practical character of the instruction imparted and with the intelligent manner in which the students answered questions

in Banking, Shipping, Insurance, Commercial Geography, Commercial History, and Accountancy. Mr. A. M. T. Jackson, Educational Secretary to Government, also paid a similar visit to this Institution, in company with Mrs. Jackson, a few days ago. Among other distinguished visitors this term was Mr. Orange, Director-General of Education in India, who spent more than three hours in inspecting and examining the various classes of this College.

THE annual distribution of prizes to the successful pupils at the Bombay School of Arts was held on the 3rd instant, H. E. Lord Northcote presiding.

THE PRINCIPAL'S ADDRESS.

Mr. Cecil Burns, Principal of the School, in opening the proceedings, said:—

The past year has been one of considerable activity in all sections of the school. Thanks to the liberality of Government, we were able to take an adequate place in the Exhibition of Art Manufactures held at Delhi during the Durbar celebrations, and as the Committee of Judges awarded our work one gold and three silver medals, the highest awards possible of attainment in those sections in which we exhibited, I think we emerged from that ordeal with an adequate share of success, and justified the credit Government gave us for fulfilling one of the functions of a School of Art, that of preserving a high standard of design and workmanship in the crafts we teach. I hope before long there will be a training school for craft teachers connected with our workshops, carried on in the same manner as the training school for drawing teachers connected with the School of Art. Until we have a body of men trained to teach, who are better designers and more scientific and skilful in the practice of their several crafts than the average standard of the bazaar, little improvement can be looked for in the education given and work turned out, nor can any widely extended scheme of local technical schools be usefully started until there is a body of trained teachers to take charge of them. The want of such teachers is already keenly felt by those who are responsible for the local technical schools in existence, and in this direction I see an excellent opening, for some years to come, at least, for the employment of men of a higher standard of general education than is to be found in the ranks of the skilled artisan; men at least of the same standard of mental training and intelligence as the drawing masters we send out to high schools throughout the Presidency. Now that we have once more, after a lapse of nearly four years, a European Principal and Vice-Principal, I trust that considerable progress will be made in the direction I have indicated.

THE GOVERNOR'S SPEECH.

Having handed the awards to the successful students, His Excellency Lord Northcote, in the course of his speech, said:—

You know that in 1893 the late Lord Kimberley, at that time Secretary of State for India, questioned the utility of Schools of Art in India, and the propriety of their receiving public money. Though the then Government of India convinced him of the

value of these institutions, it shows that only 10 years ago they were in some peril which none of us wish to see recur. And to obviate this we must try and increase their efficiency. There seems scope enough here to tax the energies of your excellent head, Mr. Burns—and his assistants to the utmost; and I have read with great interest his proposal to establish a small factory in connection with the School of Art, for the reception of the most promising students at the conclusion of their three years' course in the school, thus obviating the necessity of interrupting what should be a course of pure study by setting the student to manual tasks outside the curriculum and providing a body of practical craftsmen trained in the School of Art affiliated to it, and able to prevent its training from becoming too exclusively academic. It certainly seems reasonable to expect that the creation of a body of skilled workers, who have had three years' training in the cultivation of artistic tastes, would go far to raise the general level of work throughout the entire Presidency. The eternal question of funds comes in; but I confidently hope that a Viceroy so sympathetic as Lord Curzon will come to our aid if the scheme commends itself to him; and I believe such a factory as has been suggested will soon show itself to be self-supporting and probably profitable.

Mr. F. G. Selby, Director of Public Instruction, proposed a vote of thanks to His Excellency who subsequently inspected the work of the school.

BENGAL.

OFFICIAL NOTIFICATIONS.

Babu Syama Charen Gupta is appointed to act as Headmaster of the Hoogly Training School, during the absence, on leave, of Babu Ishan Chandra Ghosh.

Babu Ishan Chandra Ghosh, Headmaster, Hoogly Training School, is allowed leave for two months.

Mr. W. Billing, Principal of the Hoogly College, is appointed to act as Inspector of Schools, Patna Division, during the absence, on leave, of Mr. M. E. Du S. Prothero.

Babu Mahim Chandra Bose, Deputy Inspector of Schools, Dacca, is appointed to act as Assistant Inspector of Schools, Dacca Division, during the absence, on leave, of Maulvi Abdul Karim.

Babu Rajani Ranjan Sen is appointed to act as Law Lecturer, Chittagong College, during the absence, on leave, of Babu Rames Chunder Sen Ray.

Babu Kumud Bundhu Bose, Assistant Inspector of Schools, Burdwan Division, is appointed to act as Inspector of Schools, Chittagong Division, during the absence, on leave, of Maulvi Mahomed Ibrahim.

Babu Phani Bhushan Basu, Deputy Inspector of Schools, Calcutta, is appointed to act as Assistant Inspector of Schools, Burdwan Division, during the absence, on deputation, of Babu Kumud Bundhu Bose.

PRIZE distributions have been held at La Martinière College (the Hon'ble Mr. T. Raleigh), La Martinière Girls' College (Mr. Bourdillon) and the Mahakali Pathsala (Her Excellency Lady Curzon).

THREE Post-graduate Research Scholarships of the

monthly value of Rs. 100 each, and tenable for a maximum period of three years, but in the first instance for one year only, will be awarded during the current year. Two of the scholarships will be awarded to candidates who propose to carry on original researches in Scientific subjects, such as Natural and Physical Science, Chemistry, Mathematical Science, etc., and one will be awarded to a candidate who undertakes research in literary subjects, such as Languages, Comparative Philology, Palæography, Epigraphy, Philosophy, History, Archæology, Anthropology, etc.

THE Elliott Prize for Scientific Research will be given this year to the author of the best original essay composed during the year 1903 giving the results of original research or investigation by the essayist on Chemistry. Any native of Bengal, including any Eurasian or domiciled European residing in Bengal, may compete for the prize. The essays of competitors must be sent in to the President of the Bengal Asiatic Society, Park Street, by the end of December, 1903. The prize will be adjudged to the best competitor, and awarded publicly at the annual general meeting of the Asiatic Society in February, 1904. Preference will be given to researches leading to discoveries likely to develop the industrial resources of Bengal. In the case of no essay being deemed by the Trustees to be of sufficient merit, no prize is to be awarded, but the amount is to be retained, so that in any future year two or more prizes may be given, or the prize may be enhanced in the case of an exceptionally good essay.

AN important departure in connection with Mahomedan education has been made in the holding at the Calcutta Madrassah, of an examination in the *Hadis* and *Tafsir*. It is believed that this examination is the first that has been held in any official educational institution in India on the subject of these two great religious works of the Mahomedan faith. The *Hadis*, as Mahomedan readers are aware, contains the traditions of the Prophet, while the *Tafsir* comprises a commentary on the Quoran. It has hitherto been the custom to exclude these works from the curriculum in Government institutions, though they represent teaching with which every Mahomedan scholar is familiar. Their admittance for instructional purposes at the Madrassah is not only an indication of the sympathetic spirit in which that institution is being conducted, but marks an advance in the attitude of enlightened appreciation, on the part of the official community, of the works of the great teachers of one of the most largely represented creeds in India.

A Note on the Recommendations of the Universities Commission regarding Courses in Science is given special reference to the University of Calcutta. It has been submitted for the consideration of the Council by 15 Science Professors in Calcutta Colleges—Duff College, Ripon College, the Metropolitan Institution, &c. The signatories set forth that, while English has been made compulsory in the lower stages of education, the effect of the Commission's recommendations will be to abolish its status

classes and to make it optional in collegiate education. They urge that "it is recognised by educationists that costly instruments and appliances are by no means essential for the teaching of Elementary Science; on the other hand, simple and inexpensive instruments are more suitable aids in elementary education in Science than complex and expensive ones, and a sound training in the art of observation can certainly be imparted with the aid of cheap appliances. This has been fully recognised by the Government of Bengal in their new scheme of school education." Continuing, the authors of the Notes say:—

As regards the Intermediate Examination, should Science be made optional here the following undesirable results will inevitably follow:—

(1) Only a very small number of students will care to select Science as their special subject. Left uncontrolled, most of the students will follow their "natural metaphysical bent," and take up the subject alternative with Science.

(2) The number of students studying more advanced courses in Science for the B.Sc. (under the altered conditions of that Examination, to be noticed below) and higher Degrees will be lamentably small.

The University of Calcutta during the course of its development deliberately and under the guidance of the leading educationists of the time thought it proper to insist upon a knowledge of Science from its undergraduates before allowing them to complete for any Degree even in Arts, and it is now proposed to arrest this line of development—nay, to push it back. That the policy adopted by the University resulted in making Science popular with students is clear from the increasing number of candidates who have been taking up Science in the B.A. Examination, in which that subject has always been an optional one. Thus it appears from the Minutes of the University of Calcutta that whereas in 1890 the total number of candidates for the B.A. Examination was 1,049, of whom only 143 took up the B. or Science Course, in 1900 no less than 709 out of a total of 1,920 took up that course.

For the above reasons we are of opinion that Science should be retained as a compulsory subject for the Intermediate Examination of the Calcutta University. A shorter course in Mathematics than the present one might, if considered necessary, be prescribed as compulsory, and a further course in that subject made alternative with History or Logic.

With regard to the abolition of the present B. Course from the B.A. Examination, we beg to observe that students of Science, as such, have in the present state of the country hardly any prospect of a suitable career open to them, and the proposed B.Sc. Degree, which excludes English Language and Literature entirely from its courses, will not be sufficiently attractive for the great majority of students. The abolition of the B. Course (in which English is a compulsory subject) from the B.A. Examination will result in driving students to the literary degree, and they will thus be deprived of the discipline of Western Science as a corrective of the metaphysical and introspective bent of the Indian mind.

UNITED PROVINCES AND PUNJAB.

HIS HONOR THE LIEUTENANT-GOVERNOR, Sir James La Touche, presided at the Martinière prize distribution on March 5th. In the course of his address he said: In the days of General Claude Martin people in India were contented with very elementary public instruction. We have now universities, colleges, high schools, normal schools, and industrial schools, but I do not know that we have in these provinces any one who has done more for education than General Martin. Everyone now is generally agreed as to what should be done. The rest is chiefly a question of ways and means and during the past year when perplexed by educational problems I have often wished that our generation produced more men who were both able and willing to endow the public by foundations like the Martinière. It is an institution based on broad and unsectarian principles and containing within itself the elements of gradual and steady development, so that as the old order changed it also shall change, and be able to minister to the needs of many succeeding generations.

A humorous error is found in some of the newspaper reports, where Sir James La Touche's reference to Father O'Flynn appears as 'the father of Lynn of famous memory.'

THE Principal of St. Stephen's College, Delhi, the Rev. J. W. T. Wright, reports favourably on the work of the session. There were sixty-six students in attendance, and their success at the University was very fair. The number of College prizes which have been founded by former pupils, together with other gifts, are a gratifying sign that old students cherish kindly memories of the benefits they have received from the institution. The report on the Mission High School is equally good, especially as regards athletics. "In cricket matches," writes the Rev. W. S. Kelley, "our eleven, when playing its full strength, was uniformly victorious, and the difficulty was to find a team to compete with it."

AT a time when we are in the midst of celebrations the anniversary of an event connected with one of the most important of our educational institutions and closely associated with the great Durbar of 1876-77, deserves some attention. Twenty-six years ago, on the 8th of January Lord Lytton laid the foundation stone of Strachey Hall and gave the Aligarh College its official baptism, as it were. Its birth dates back to a still earlier period, for as early as 1875 Government had, at the advice of Sir John Strachey, presented Syed Ahmed, its founder, with a large piece of waste land whereon to build his now famous institution, and in May of that year the first master, Mr. Siddons, was appointed to give instruction to a few small boys, sons of Mahomedan gentlemen who were personal friends of Syed Ahmed. When Mr. Siddons arrived at the place selected as the site for the future College, he had no idea of the magnitude of Syed's schemes, and was extremely astonished when that gentleman showed him the plans of the building it was his desire to erect.

To-day the College stands a monument to the lofty aspirations and public spirit of its distinguished

founder, who at a time when his community were falling from the high estate to which the prowess and prestige of their ancestors had raised them into a position of sullen despondency, saw the need of social reform and did his best to stem the backward turn of the tide. The success which his own efforts and those of his friends have met is to be seen in the gradual return of the community to their former wealth and influence. But Syed Ahmed had a wider aim even than to benefit the Mahomedans. He established a new model of education by which the schoolboy and his teacher have been brought into closer relationship with one another. The proper education to be given was in his opinion both moral and intellectual, instead of the purely intellectual teaching imparted by the ordinary Indian school or College. In this respect the Aligarh College to-day affords, says the *Pioneer*, an example which others of our educational institutions would do well to imitate.

The Director of Public Instruction, Punjab, writes to us as follows:—

A General Educational Conference will be held at Lahore about the middle of April, and will be followed by a Departmental Conference. In both cases the Director of Public Instruction will preside.

It is proposed that an Educational Exhibition should be held at the same time, so that departmental officers, managers of schools, teachers and the general public may have an opportunity to see and judge of educational work and appliances.

Appended is a list showing the general nature of the exhibits desired, and I shall be obliged if you will inform me as soon as possible what articles you are willing to send for exhibition. All communications should be addressed to the Secretary, Punjab Educational Exhibition, Lahore.

Exhibits.

1. Books: School and College text-books in English or any Vernacular books for school libraries, &c.
2. Illustrations for text-books and the apparatus by which they are prepared.
3. Maps, charts, diagrams and the apparatus by which they are prepared.
4. Scientific and Mathematical apparatus.
5. School, College and Boarding-House furniture.
6. Gymnastic appliances; materials for Sports and Games.
7. Appliances and Apparatus relating to Kindergarten teaching.
8. Models of all kinds.
9. Pictures, paintings, photographs, &c., of educational value, with apparatus.
10. Book-binding and its apparatus.
11. Materials for Object-teaching.
12. Materials for Hand-and-Eye Training.
13. Lithography and its apparatus.
14. Calligraphy, English or Vernacular.
15. Relief Maps.
16. Needlework of all kinds.
17. Work done in Industrial and Technical Schools.
18. Work done in Schools for the Blind.
19. Work done in Orphanages.
20. Work done in Training Institutions.
21. Work done in Reformatory Schools.
22. Stationery.

23. Weaving.
24. Musical instruments and books.
25. Manuscripts, illuminated or other.

General Notes.

MR. K. B. NANGIANI, Headmaster, Telang High School, writes to us with reference to Example No. 28 on page 216 of Wood's Algebra, remodelled by P. Ghosh. We append the question and Mr. Nangi-ani's remarks.

"A person rows from Cambridge to Ely a distance of 20 miles and back again in 10 hours. The stream flowing uniformly in the same direction all the time; and he finds that he can row 2 miles against the stream in the same time that he rows 3 miles with it. Find the time of his going and returning.

Let x = the time of rowing against the stream.
Then by the question the time of returning or going with the stream is $\frac{2x}{3}$. $\therefore x + \frac{2x}{3} = 10$;
 $\frac{5x}{3} = 10$; $\therefore x = 6$.

The question is what is the use of the given distance between Cambridge and Ely? It is quite redundant. Is it intended to puzzle students? Is it insertion of a supernumerary datum justifiable?"

Public Opinion gives a translation from the *Revue Pédagogique*, Paris, describing the system of primary training in Sweden. On the subject of compulsory education it says: "The school age for children is from seven to fourteen. Scholars who have not passed through all of the required classes when they are fourteen must continue in school; on the other hand, those who have obtained the required knowledge before the fixed time can quit the school. According to the law of 1900 concerning the employment of women and children in manufactories, minor children must not be employed unless they are twelve years of age and are in possession of their school certificate, certifying to the fact that they have completed the required course of study. Children under thirteen years of age must not be employed more than six hours per day, nor before 6 A.M. nor after 7 P.M., and employers are compelled to provide for children under fifteen years of age necessary and sufficient time for study. If parents and guardians persist in ignoring the legal requirements for schooling, they are warned by the president of the school council, and if these warnings are ignored the child is taken from such parents and guardians and given to other persons, or is placed in a home provided for this purpose. The maintenance of the child is at the expense of the parent or guardian, and in certain places as Stockholm, for example, there are private boarding places wherein these neglected children are placed. The one at Stockholm contains usually about twelve children, whereas there are nearly 27,000 children in the primary schools. The children are kept in these public detention homes for from six to twelve months, after which period they are returned to their parents or guardians, but only on condition that they attend school regularly.

fluence was not even wider and deeper than theirs. His death is a loss to the nation and to the world.

Just as I write, there appears a paragraph in the *Daily News* which runs as follows: 'We are requested by the highest episcopal authority to state that the Church of England, as represented in the Dioceses of Rochester and London, is solid in its opposition to any idea of establishing a patch-work water-board authority over the education of the metropolis.' That is, in other words, the Church will unite with the Nonconformists in demanding that the new authority shall be a Committee of the County Council, on which Committee County Councillors shall form a majority. The Church, of course, is afraid that, if the Government makes the Borough Councils the authorities, these bodies will be captured by the National Union of Teachers; and against this foe they even invite the co-operation of the Nonconformists. Thus pressed in front and in flank, it is possible that the Government may be compelled to yield, and give power to its *bête noire*, the London County Council.

CONTEMPORARY EDUCATIONAL PERIODICALS.

I. INDIAN.

In *Indian Education* the editor makes some pertinent remarks on Mr. Syed Amid Ali Bilgrami's little book 'English Education in India.' Mr. J. K. Koyaji discusses 'The Study of Persian in the Bombay Presidency' and 'Method' continues his series of articles on 'The Teaching of Writing.' Among the other items are some interesting 'Geographical Notes' by Mr. William Jesse, and an excerpt dealing with the career of Mr. E. T. Howard from the Editor's 'Deccan College; a Retrospect, 1851-1901.'

The chief pieces in the current issue of the *Madras Christian College Magazine* are by the Rev. W. Goudie ('The Saiva Siddhanta') and Dr. Saththianadhan ('The Indian Village Community in its bearing on Origin of Property in Land').

The journal known as *The Kayastha Samachar* is now published under the name of *The Hindustan Review*. Recent issues contain little of direct educational interest.

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The *Indian Ladies' Magazine* for March has a good picture of the students of the Maharani's Girls' College, Mysore, as frontispiece and a short history of the institution. Another short article deals with female education in Travancore.

II. BRITISH AND AMERICAN.

The Journal of Education.

With respect to last year's Education Act the *Journal of Education* thus summarises the position—"the storm of opposition is passing, though distant rumblings may still be heard." Of the Bill which London is anxiously waiting our contemporary says that the weight both of opinion and of argument is in favour of making the County Council the sole rating authority, but that a scheme for the creation of an Educational Committee of the Council should be included in the Bill. This scheme would give adequate representation to the Councils of the London boroughs, who would in turn appoint Committees to deal with their areas. Further, the editor asks that the representation of the professional bodies on the Committee should be secured by statute and not left to the chances of co-optation.

The question of teacher representatives on the County Education Committees is being much discussed just now. The scheme for Surrey provides that no teacher in any institution aided or aidable under the Act shall be eligible as a co-optative member. In the Somerset scheme on the other hand it is proposed that six members shall be co-opted on the recommendation of six educational institutions or associations. As a solution of the problem the *Journal of Education* suggests that there should be in each area a local consultative committee directly elected by the various educational interests represented in the locality, which should be consulted when the administrative body thinks fit. Considerable further space in the "Occasional Notes" is occupied by a discussion of this and similar matters of organisation, while the same subject is treated in more detail in the "Technical Education" column, and in a brief leading article. Here it is proposed that two representatives of the registered teachers resident in each area should be co-opted to the Education Committee—one for column A (elementary) of the Register and one for column B (secondary).

"Literature as a school subject" by M. P. Willcocks is the only non-topical article in the *Journal of Education* this month. The result to be attained by literature teaching is, the writer holds, the production of "habits of gentleness and justice," as Ruskin has it. Literature has so far been hardly taught in Great Britain: in England they teach philology and call it Shakespeare, in Scotland they teach biography and call it literature. Matter and style are neglected. How then can literature be taught? Consider the mental phases through which the child passes in a school career from, say, five to nineteen. In the lower school the story is the main interest: let the stories be "animal epics, folktales from India, Russia, or the Far West," told as far as possible in the oldest rendering for these catch the atmosphere

of the childish mind, and are full of humour and of a pathos that never descends into sentimentality. In the middle forms the interest will be in personality, in character—Chaucer, the historical plays of Shakespeare, Lamb's Essays and Sir Roger le Coverley come in appropriately here. Only in the upper school do we face the most difficult of the great themes of literature—thought, the problem, the questions asked, and the more difficult solutions given. Wordsworth, Keats, Hamlet, King Lear, Sesame and Lilies, and Unto this Last are proposed for study. The above only roughly outlines the plan of an article fertile in suggestion to all teachers of the subject.

The Supplement of the *Journal of Education* contains the best reports available of the more important winter conferences. There were notable utterances at the I. A. H. M. gathering, e.g., the president's suggestion of a College of Teachers on the College of Surgeons line; Mr. Holmes' revelations about the supply of teachers and the slump in agents' profits; and the apparently Unionist political bias of the Association. At the Assistant Masters' meeting it was reported that the Joint Agency had worked at a loss; and compulsory Greek was awarded a strong vote of confidence (39 to 14). In our contemporary's always entertaining "Colonial and Foreign Notes," the account of the Japan Women's College is very interesting reading. At this establishment "Saturday is a half-holiday and Sunday a whole one, though now and then the students are required to go to listen to a four hours' address on that day by their president on the duties and responsibilities laid upon them by membership of the college."

The Educational Times.

"Lines for a London Bill" are laid down in the *Educational Times*' leading article. They follow pretty closely the anticipations mentioned above, but the details of the scheme are filled in more thoroughly—even to the suggested numbers of the central and borough committees and bodies of managers. Nearly half of the *Educational Times* "Notes" space again is devoted to the question of the representation of teachers on County Education Committees. Another "Note" is definitely down on Sir Michael Foster's recent manoeuvres, "The post [of M.P.] is a political one, and however non-political Sir Michael may wish to be, he cannot get away from that essential fact. A member elected on the Unionist ticket can have no moral right to sit anywhere but on the Unionist benches. There ought clearly to have been a fresh election." Ten pages of the College of Preceptors' organ are occupied by reports of the College half-yearly meeting, the Winter Meeting for Teachers, and the Diploma Pass List—a document that grows and grows with marvellous rapidity.

The School World.

The February *School World* is a "Special Art-Teaching Number," and six articles on various phases of this subject, all written by experts and

enthusiasts, fill the first sixteen pages. "Above the infant school two hours a week at least with a short time weekly for home-work should be allotted to drawing throughout the whole school course. . . . Drawing is of use in teaching most other subjects, and it takes precedence—at least in order of time—of commercial training in developing our industries," says Mr. E. R. Taylor. In discussing the London Matriculation Drawing syllabus Professor A. Lodge and Mr. McElwee give some useful advice on textbooks, and methods of work. "The young pupils should work without text-books, and the teacher should lead them gradually to discover facts for themselves and to devise methods of construction. . . . To prevent the construction work from becoming too mechanical . . . the pupil should often be required to execute it *freehand* as accurately as possible. . . . It is a mistake to depend too absolutely on instruments." The writers condemn the vagueness of the machine drawing portion of the University syllabus. Mr. J. W. T. Vinall supplements his description of the proper equipment of the art side of secondary schools by a very exhaustive and serviceable list of text-books and material.

Other topics treated in the *School World* are school furniture for secondary girls' schools—comfortable chairs, portable examination desks, and foot-rests being the chief recommendation; the history of the I. A. H. M.; the new leaving certificate of the London University; and the new naval education scheme. The Rev. J. C. P. Aldous, a retired *Britannia* chief instructor, who writes on this last subject, gives it his approval. He holds that our naval officers must "wash their faces in salt water" at an early age. "No public school can train them as seamen; and seamen they must be. It must, in fine, be considered that, if this sort of education can be classed as 'secondary,' the state alone possesses the machinery for carrying out such education successfully: hence the scholastic *amour propre* must reconcile itself to yield gracefully. The general preparatory schools of the country have, however, an unequalled opportunity now of taking the leading part in the provision of the material."

Education.

A correspondent of *Education* (Feb. 5) asserts himself in a position to indicate the very latest lines upon which the London Education Bill has been drafted. He writes: "The Government have chosen a middle path (between the Water Board and pure County Council plans). The keynote is to be the blessed word 'Co-ordination.' The County Council are to submit a scheme which will provide for a Board with all powers delegated to it, to consist of some forty of its own members, one member of each of the borough councils and ten co-opted experts, of which some at least are to represent voluntary schools. This Board is to equalise rates and generally supervise. As regards higher education it will have a free hand, but will be expressly forbidden to interfere in the details of elementary education. Its elementary rate will be just of such an extent as to provide for the irreducible minimum of real element-

ary education all over its area. Subsidiary to this will be elementary committees, also hybrid, in each of the boroughs. On these committees there will be representatives of the central County Committee and of the late School Board, but the majority will be borough members. To such committees may be delegated certain higher education functions of a minor nature, e.g., the supervision of evening schools. They must, however, exercise all management powers as regards elementary education and will be allowed to raise a small supplementary elementary rate, for that purpose."

The Practical Teacher.

The current numbers of the popular journal are as usual full of matter that is as interesting as it is valuable, but which cannot well be summarized. The reproductions of famous pictures now given with each issue are very well done, and should attract new subscribers. Attention has already been directed (in Mr. Stone's article last month) to the valuable Art Supplement.

Secondary Education.

The current number of *Secondary Education*, the Private Schools' Association organ, is largely devoted to a report of the Association's annual meeting and to accounts of the splendid work being done in organising provincial branches. The private schoolmasters are evidently determined to make the best of the new conditions. At the annual meeting members were officially advised to apply for inspection of their schools under Section 3 of the 1899 Act with a view to recognition under the Registration Order and possible participation in the benefits of the 1902 Education Act. An article in this issue by the general Secretary, Mr. H. R. Beasley, entitled, "Inspection, Recognition, and Registration" repeats the advice, and at the same time provides an instructive classification of the widely varying types of institution which all come under the head of "private school." Some of these, the writer claims, are actually doing tertiary work, although the bulk are secondary, and many primary. "Preparatory-Proprietary" and "Preparatory-Secondary" are other classes indicated.

The Educational Review (America).

In the January number Mr. Whitelaw Reid and Dr. H. M. Butler discuss the shortening of the traditional four years' American college course. The shortening is not proposed *bien entendu* in the case of professional studies. With regard to the non-professional studies Mr. Reid supports a shortened course: "It will, I think, displace the longer course because it is intellectually, ethically, and educationally better. It will train better men and render greater public service than will the present spun-out four-years' course with its inclusion of almost every subject of study known to man. There is no more obvious psychological fallacy than to suppose that the longer the time spent in getting an education, the better the results. The chances are that the contrary is true. Habits of dawdling, drifting, and incomplete and

unconcentrated attention persisted in from sixteen or eighteen to twenty or twenty-two years of age will weaken any but the very strongest minds and characters. Less time better used is a useful motto for the colleges to adopt."

Reviews and Notices.

Brothers at Last, BY J. H. BROWN, B.A., B.D., London Mission Book Depot, Berhampore. Printed at the Berhampore Arunodoy Press, Murshidabad. pp. 132. Price As. 4.

Mr. Brown is a missionary of the London Mission in the Presidency of Bengal. He has seen visions of the Indian Boarding School of the future, and has enshrined them in this little book, which is a religious novel and a school story combined. The scene is laid at Nalnuggur, and the period the year of grace 1915. By that time, it is anticipated, the Christian community will have grown to such an extent as to render possible the existence of a large Christian Boarding School run on the lines of the English Public Schools. Such a school is that of Nalnuggur. Kali Pada Banerji, the hero of the tale, comes on the scene in the first chapter. "He was a handsome boy of the best Brahman type, with straight regular features and fair complexion, a boy of spirit and daring, often in trouble with the masters, but one who at heart was good." He is introduced as guide and protector to a new boy, Probodh Chandra Biswas, who displays all the shining characteristics of his friend with the omission of the qualifying remarks. Unfortunately the flock at Nalnuggur is not without its black sheep, and Keshub, the villain of the piece, appears in Chapter II. As is not infrequently the case with the school villain, he is wealthy, boastful, tyrannous, and addicted to the clandestine pleasures of wine and tobacco. During one term we are spectators of the great warfare between good and evil as represented in the persons of these youthful characters. The first point is scored for good when the dissipated Keshub is excluded from the school cricket team on the occasion of the most important match of the season, that against the "Sahibs" of the station, and his place taken by the despised but virtuous Kali, who not only brings off a smart catch at third man, but also, being last man in, contrives to win the match on the stroke of time. The powers of darkness then bend all their energies to the destruction of the loftier principle, and a reign of terror is instituted by Keshub, which has for its objects the smaller boys in general and Kali and Probodh in parti-

cular. The moral tone, however, of the school is sufficiently high, and its forces sufficiently powerful, to bring this state of things to an end by an act of summary justice, the bully being compelled to spend an afternoon slung up to a tree in a leathern bag, release being ultimately afforded by the sweeper. The machinations of the evil one are not yet exhausted, but a particularly diabolical scheme to blast the reputation of the elect is frustrated by a most timely boating disaster, from which Kali saves the life of Keshub at imminent risk to himself. Moral reformation follows swiftly in the wake of physical recovery, and the story precipitates to a close in which virtue is rewarded on all sides by the inevitable crown of matrimony.

The story is a translation rather than an original work. The characters, no less than the ideas, are all familiar to the readers of Dean Farrar and Mr. Talbot Baines Reed. The tale is an experiment; that it can hardly be called a success is due to the fact that it deals with a purely hypothetical set of circumstances. Not until Nalunga School actually exists and an author arises who has passed through it, will the Indian school story make its appearance convincing and captivating as we have known it in England.

The obvious moral purpose of the story is such as to disarm criticism. We wonder, however, amongst what class it is expected to find its sale. In the rapidly increasing class of Indian Christian schoolboys it is capable of serving a useful purpose; many of its assumptions are, we fear, such as to prevent its meeting with a very sympathetic welcome amongst Hindus.

The get-up of the book is unpretentious, and it suffers in places from inadequate proof-correction.

Elementary Physics and Chemistry for the use of Schools, by J. BIDGOON, B.Sc., Headmaster of the Gateshead School of Science. Longmans. pp. 146. Price 1s. 6d.

This book is the second of a series of three designed to meet the requirements of the 1900 Code of the British Board of Education, which prescribes where practicable an elementary course in these subjects. The books are intended to serve the double purpose of readers and science-manuals, and whatever may be thought of the desirability of such a combination, this volume will prove an admirable handbook for classes where a beginning is made in the study of Physics and Chemistry. The author deals in an interesting and exceedingly simple manner with

such subjects as surface-tension, solution, crystallization, latent heat, the composition of air, &c., and effectively proves that there are few schools within reach of the commonest resources of civilization that need hesitate for lack of apparatus to include in their curriculum a course of elementary science. The book is well illustrated with bold diagrams.

Elements of Algebra, by J. W. WELSFORD, M.A., and C. H. P. MAYO, M.A., Assistant Master at Harrow School. New edition. Longmans, Green and Co. 1897, pp. xiv. 407.

This is a carefully written book on Algebra in which the authors have paid special attention to clearness and simplicity. The examples are numerous and well selected; the review exercises introduced at the end of each chapter are very useful as they help to impress the book-work upon the student. The sections on Elimination and Indeterminant Equations introduced in the chapter on Simultaneous Equations, and the Remainder Theorem introduced in one of the early chapters of the work appear to be the special features of the work. The arrangement throughout is excellent. The Miscellaneous Examples at the end of the book, containing ten sets of ten examples, are judiciously selected. The book can be used with great advantage along with Hall and Knight's Higher Algebra.

An Arithmetic for Schools, by J. P. KIRKMAN, M.A., and A. E. FIELD, M.A. Edward Arnold. pp. xii. 430 liv. Price 3s. 6d.

This book is clearly written and well arranged. The examples are numerous, sensibly chosen and carefully graduated. The problems given in Chapter XIX are classified; model solutions of a few of each class are followed by examples for the exercise of the student. The Appendix contains directions for the use of squared paper for performing the fundamental operations of Arithmetic; Chapter XX gives an account of Contracted Methods and Approximations.

Commercial Arithmetic, by F. L. GRANT, M.A., and A. M. HILL, M.A. Longmans, Green and Co. pp. 356. Price 3s. 6d.

This book gives a considerable amount of information on subjects relating to Commerce, and will be found serviceable by the class of readers for whom it is intended. Contracted methods are fully and clearly explained. Two sections

at the end of the book are devoted to Mensuration and Solids. There are more than 250 miscellaneous examples at the end, to which are added the most recent papers set at several examinations.

We have received from Messrs. J. M. Dent & Co. of London, the publishers of the well-known *Temple Shakespeare* and *Temple Classics*, a large package of books which indicates a fresh departure in the enterprise and activity of the firm. It was for long a reproach that books in general and school books in particular were unattractive in appearance, however good their contents might be, and in the case of school books the matter was often as repulsive as the form. In the rolling away of this reproach no house has done more than Messrs. Dent's and it is thus with special pleasure that we introduce their educational books to Indian teachers.

In 'Dent's Modern Language Series' we have the *First French Book* (1s. 6d.) and its supplement *French Language Drill* (1s. 6d.) which are indeed conspicuous exceptions to the general run of elementary French books, being based on the Hölzel Pictures of the Four Seasons and forming excellent illustrations of the 'Reform' method of linguistic study. Mr. Rippmann's adaptation of Kron's *French Daily Life* (2s. 6d.), *Three Short Plays by Souvestre* (1s. 6d.), and *Asinette* (1s. 6d.), form admirable reading books, which in the hands of sympathetic teachers cannot fail to be of the highest value in enabling boys and girls to get hold of the conversational language. There are also of French admirable French grammars (1) *Outlines of French Historical Grammar*, with representative French Texts by A. T. Baker, M.A. (3s. 6d.), which has already become very popular with University students in England; (2) *A School Grammar of Modern French*, by G. H. Clarke and C. J. Murray (3s. 6d.) a piece of work as sound as it is brilliant, and containing several sections of peculiar interest and usefulness on the language of the XVIIth century—the Golden Age of French Literature.

Of German books in the same series three have reached us—the *First German Book* (2s.), a *German Reader* (2s. 6d.) and *Andersen in German* (2s. 6d.). Mr. Rippmann is mainly responsible for all three—he is also, we may say, the general editor of the Series—a fact which guarantees their worth.

Turning from French and German to Latin we have a further instance of the progress made by the 'reform' method. *Dent's First Latin Book* (2s. 6d.) is avowedly an attempt

(1) To effect for Latin a compromise between the usual "classical method" and the "reform

method" now frequently used in the teaching of modern languages.

(2) To make the acquisition of the language in the earlier stages more intelligible (a) by making the mother-tongue the starting-point, and (b) by giving the pupil in print fairly full explanations of his early difficulties.

(3) To introduce as early as possible selections (to some extent adapted) from Latin writers.

(4) To introduce, by means of pictures, information of a general rather than of a detailed character on Roman life, manners and customs.

(5) To provide in one book Reader, Exercises, and Grammar.

(6) To create and sustain interest by presenting the Reader from the beginning (so far as possible) as a connected narrative.

We have summarized the aims of this book at some length in view of the discussion which is being carried on both in England and India as to the relative advantages of the study of classical and vernacular languages. We are afraid it will be long before Sanskrit is made as inviting to Indian boys as Latin is nowadays being made to English ones, but until something of this kind is attempted out here we fear there will be very little progress in the real study of it, however strongly Commissions recommend and Governments enforce it.

In *The Temple School Series of Classical Texts*, Professor W. V. Jones edits an edition of our old friend *Cæsar's De Bello Gallico Comm. Liber Primus* (1s. 4d.), which should more than hold its own in this crowded field.

There is not of this kind in India that there are few books of this kind in India that those who study Latin, French, Kingdom and those who study Latin, French, and German in this country are a comparatively small number. We believe however that the number, especially of those who learn French, is increasing, and to all such we cordially commend these well-printed, well-illustrated, well-bound books, as among the very best of their kind that are known to us, and as first-rate examples of the new methods of linguistic learning and teaching.

Of English books, specimens of no less than six sets of 'readers' included in *Dent's Elementary School Series* lie before us. These books have been adopted by the School Board for London and by other leading school boards and they are issued under the competent editorship of Dr. M. T. Yates. "The Walter Crane Readers" begin at the very beginning. They are written by

Miss Nellie Dale and illustrated by Mr. Crane, and this collaboration is a sign of the times. Besides *Steps to Reading* (4d.), there are *First and Second Primer* (5d. and 6d.), and an *Infant Reader* (7d.). Considerations of space prevent us from doing more than enumerating *The Temple Literary Readers*, *The Temple Nature Readers*, *The Temple Girls' Readers*, *The Temple History Readers*, *Dent's Continuous Readers*, but all are characterized by literary, and on the whole, artistic excellence. We say 'on the whole' because some of the coloured illustrations are by no means as high class as we have seen in similar readers published by other, and especially by some American firms. The exercises on 'How to Read' in the *Literary Readers* were supplied by Mr. Burrell of the famous Borough Road College and are particularly valuable.

An *English Grammar*, BY W. BRYANT (1s. 4d.) strikes us as possessing some good points though even in such junior classes as it is intended for it is a bad mistake to speak of vowels and consonants as letters. The distinction between symbols and sounds is one that should be insisted on from the very beginning; as things are it commonly has to be learned and usually with a good deal of trouble, in after years. In the *Temple Series of English Texts* we have Kingsley's *Heroes*, Pope's *Essay on Criticism*, Milton's *Paradise Lost* (Books VII, VI) each 1s. 4d., and Scott's *Lord of the Isles*. These have been published for the use of pupils preparing for the various examinations and are in every case well done. The explanations and notes seem to us just about right and are lit up by illustrations which considerably enhance their educational value. The series is in the hands of Mr. Oliphant Smeaton.

We must not omit before closing this notice to call attention to the Aldine Prize Series, which includes attractive editions of such old favourites as *Ivanhoe* and *The Vicar of Wakefield* (2s. 6d.). *The School News Paper* too, 'a new publication designed to assist teachers in providing their pupils with a sufficient variety of well-illustrated reading matter which is at once interesting, wholesome and up to date,' is an innovation deserving of all praise and one which deserves to be imitated in other countries. The price is one penny per month. Messrs. Dent will be happy to forward catalogues of their publications to all who care to ask for them. Their address is 29, Bedford Street, London, W.C.

We have also received:

From Macmillan & Co.—

The Globe Geography Readers, (Introductory, 1s.; Junior, 1s. 4d.), BY VINCENT T. MURCHE.

Theoretical Geometry for Beginners, BY C. H. ALLCOCK, Senior Mathematical Master at Eton. Price 1s. 6d.

Practical Exercises in Light, BY R. S. CLAY. (A laboratory course for Schools of Science and Colleges). Price 2s. 3d.

Siepmann's Primary French Course, first year. Illustrated by H. M. Brock. Price 2s. 6d.

(Together with this comes a little book 1s. 6d. containing the First Term's work set out on a phonetic basis, the author being of opinion that 'it is advisable not to let the pupils see the ordinary spelling, until they have learned to pronounce').

Thackeray's Esmond.

A new volume of the firm's 'English Classics' (2s. 6d.). There is some useful introductory matter and about 40 pages of generally helpful notes. On p. 411, Lily the Grammarian and Schoolmaster is confused with Lyly the author of *Euphues*; and there are one or two other inaccuracies.

Macmillan's Story Readers, BY EVELYN SHARP. Introductory. Price 8d.

Macmillan's Elementary Classics:
(1) Q. Curtius, B.C. 494, cc. viii, cc. ix—xiv (Alexander in India).

(2) Cornelius Nepos, Vol. II, Greek Lives.

From Methuen & Co.

The Acts of the Apostles with Introduction and Notes, EDITED BY A. E. RUBIE. Price 2s.

From Longmans, Green & Co.

More Recitations for Infants, BY LOIS BATES. Price 2s.

From the West Coast Press, Calicut.

Jaimini Bharatam (Sandhis 1 to 4) adapted for use in Schools and Colleges, EDITED BY G. SHIVA RAU. Price 6 annas.

(The first of a series of 'West Coast Press Classics' which will endeavour to supply the unmistakeable want of suitable vernacular textbooks.)

From Allman & Son.

The Arithmetic of Commerce and Trade. For use in Schools and Offices, BY S. JACKSON, M.A. Price 2s.

(This book treats the Theory of Arithmetic from the standpoint of what is practically useful. It proves that excellent mental training may be found in the actual Arithmetic of Commerce 'without changing to the impossible problems on which the passing generation was nourished'.)

There has also reached us from Mr. K. C. Duraiswami Aiyangar of Coimbatore an attractive little volume of Tamil biography entitled 'The Worthies of Southern India.'

Indian Educational Notes.

MADRAS.

OFFICIAL NOTIFICATIONS.

Mr. Babu Bhagavati Charan Chatterji to act as Assistant Inspector of Schools, Ganjam-Vizagapatam Division, in the tenth class of the Provincial Educational service, during the absence of Mr. G. V. Subbarayudu Sastri on privilege leave or until further orders.

Mr. T. Srinivasa Rau.—Privilege leave for three months with effect from the 15th February 1903, or from the date of availing is granted to Mr. T. Srinivasa Rau, Sub-Assistant Inspector of Schools, Ramnad Range.

Mr. P. Ramanujachari.—Privilege leave for one month with effect from the 1st February 1903, or from date of availing is granted to Mr. P. Ramanujachari, Sub-Assistant Inspector of Schools, Rajahmundry Girls' Range.

Mr. A. Rama Aiyar, First Assistant, Government Training Schools, Madura, is appointed to act as Sub-Assistant Inspector of Schools, Ramnad Range, in the probationary class, during the absence of Mr. T. Srinivasa Rau on privilege leave or until further orders.

Mr. Edgar William Middlemast, M.A., Principal, Rajahmundry College, and Acting Professor of Mathematics, Presidency College, to be Deputy Director of Public Instruction, Madras.

Mr. Thomas Tweddle Logan, B.A., Inspector of Schools, Western Circle, to act as Inspector of Schools, Central Circle, vice Mr. Marsden permitted to retire.

Mr. C. W. Moss, B.A., Headmaster, Central School, Mercara, to act as Inspector of Schools, Western Circle, in the Indian Educational Service vice Mr. Logan on other duty or until further orders.

A VERY successful entertainment was given by the pupils of the Madras Collegiate School on Tuesday, March 10th, in the Museum Theatre. The chief item was Roedel's 'Doll's House Tea Party' which was well staged and cleverly performed.

HIS EXCELLENCY THE GOVERNOR recently paid a visit to the Law College and was presented with an address by the senior students to which he made a hearty reply.

THE annual prize giving in connection with the Madras Civil Orphan Asylums was held on March 2nd. The Honorable Sir Henry Winterbotham presided and Lady Winterbotham gave away the prizes.

THE prize giving at the Doveton Girls' High School was presided over by Mrs. J. N. Atkinson. A varied programme of music, drill and recitations was gone through by the pupils and the annual report was read by Miss Stuart.

THE Annual Meeting of the Madras Teachers' Guild was held on March 14 at Pachaiyappa's Hall with Mr. K. B. Ramanatha Aiyar in the chair, when the Black Town members were At Home to the members of the Guild. The proceedings of the Meeting began with the adoption of the report which was taken as read. According to the Report the number of ordinary members, which was 265 at the beginning of the year, is now 222. The Council of the Guild, as a Sub-Agent, received as commission Rs. 41.13.3 from the Oriental Life Insurance Company, Bombay. The Guild had a balance on hand of Rs. 675. The following office-bearers were next elected:—

President.—The Hon'ble Mr. J. B. Bilderbeck, M.A.

Vice-Presidents.—Rev. F. W. Kellelt, M.A., Christian College; Mr. J. H. Stone, M.A., Teachers' College; Mr. S. Sathiyabhadhan, M.A., LL.M., Presidency College; Mr. B. Hanumantha Rao, B.A., College of Engineering; Mr. K. B. Ramanatha Aiyar, M.A., B.L., L.T., Pachaiyappa's College.

Treasurer.—Mr. P. Lakshminarasu Naidu, B.A., Christian College.

Secretaries.—Mr. J. A. Yates, M.A., Pachaiyappa's College; Mr. V. S. Srinivasa Sastri, B.A., L.T., Hindu High School, Triplicane; and Miss Parsons, B.A., L.T., Egmore Training School.

Council.—Rev. E. M. Macphail, M.A., B.D., Christian College; Mr. S. Vasudevachariar, B.A., L.T., Wesley College, Royapettah; Mr. W. R. Parthasarathi Aiyangar, B.A., Christian College; Mr. S. V. Rungasawmy Aiyangar, B.A., St. Thomé College; Mr. S. P. DeSylva, B.A., Doveton College; Dr. C. B. Rama Rao, Medical College; Abdur Rahman Sahib, Government Training School, Mount Road; Mr. G. Krishna Prabhu, College of Agriculture; Mr. Manicka Chetty, Muthialpet High School; Rev. C.

Pollard, M.A., Wesley College, Royapettah; Rev. J. S. Peter, B.A., Harris' High School, Royapettah; Mr. Coombes, B.A., School of Arts; Mr. G. S. Ramasawmi Iyer, B.A., Wesley College, Royapettah; Mr. E. F. C. Drew, M.A., Pachaiyappa's College; Mr. P. Rajagopala Aiyer, M.A., Presidency College; Miss Burns, Bishop Corrie's Girls' School, Black Town; and Miss C. Carrapiett, Doveton Girls' High School, Vepery.

On the motion of Mr. P. Lakshminarasu Naidu, a Committee consisting of the Hon'ble Mr. J. B. Bilderbeck, the Rev. F. W. Kellett, the Rev. C. Pollard, Mr. K. B. Ramanathha Aiyar, Mr. S. Vasudeva Chariar, Mr. Manicka Chetty, and Mr. P. Lakshminarasu Naidu and the Secretaries was appointed to devise measures for enabling the Guild to turn out better work.

Mr. J. A. Yates pointed out that there was need for greater unity among the members and the question how it could be brought about might be considered by the Committee. The Committee might also find out what rights teachers had against their managers, and drew up a Report containing suggestions as regards the relations between teachers and managers.

The meeting terminated with a vote of thanks to the Chairman.

SIR ANDREW FRASER, Chairman of the Police Commission, and the Lieutenant-Governor-elect of Bengal, visited Voorhies College, Vellore, in the course of his tour. He was taken round the classes by the Principal, the Rev. W. J. Chamberlain, Ph.D. Before he left the College he came to the hall to address the students, who had come there to meet him in a body. Sir Andrew expressed his great pleasure in having seen such a big institution as the Voorhies College. It was 30 years since he first came to India, and within that period Indians had risen to many very responsible positions and had gained the confidence of their rulers. As it was not possible for him to discuss any important question within the few minutes he had to spare, he narrated an incident which happened in his College days. He said that when he was a student of Edinburgh University, he was one of those who had the high honour of electing its Lord Rector. The choice was between Mr. Disraeli, who afterwards became Lord Beaconsfield, and Thomas Carlyle, the philosopher of Chelsea. Carlyle was elected by two to one. His Rector's Address was on the choice of books, from which he (Sir Andrew) learned two lessons. The first was reverence—reverence for those above us, for our equals and for those below us, reverence for our Maker, for sages and for ages; and the second was "choose well, for the choice is brief, and after you have once chosen, work and despair not."

WITH reference to the G. O. No. 469, Educational, dated 11th August, the Hon'ble Mr. G. H. Stuart, Director of Public Instruction, has made

the following proposals in regard to the award of the special scholarships sanctioned for Europeans:—

(1) No special examinations are necessary in the case of scholarships tenable in special institutions. In the Medical College, graduates and First Arts undergraduates are alike eligible for admission to the College department, and any examination that will place them on a level will not be fair. For this reason, the Principal proposes that the scholarships be awarded on his own recommendation. In the Teachers' College, where the applicants are likely to be few, there should be no difficulty in making a suitable selection from eligible candidates according to their position in the B.A. list, preference being given to graduates in Mathematics and Physical Science. The scholarships may therefore be awarded on the recommendation of the Principal. In view of the difficulties that European students will find in the matter of board and lodging at Saidapet, and of the scarcity that exists at present of qualified teachers for European schools, I beg to recommend that for some time at least these special scholarships may be permitted to be held with the stipends sanctioned under the Educational rules. In the College of Engineering the Principal proposes that the award be made on the results of the entrance examination held for the selection of candidates for admission into the College. I approve of this proposal.

(2) In Colleges for general education, the scholarships may be given on the results of the University examinations and on the same conditions as those on which scholarships are given under the Government scholarships notification. If the recommendation is approved, these scholarships will be incorporated in the notification. Here also a special examination does not appear to be necessary.

(3) In regard to scholarships in the Secondary Forms, I propose that these be awarded on the results of special examinations to be held at certain specified centres in the Presidency. (1) English dictation and handwriting; (2) Arithmetic, in lower secondary forms; and (1) English grammar and composition; (2) English dictation and handwriting; (3) Arithmetic, in upper secondary forms. The examinations may be conducted by officers of the department. The examinations may be thrown open to those who have passed the primary or the lower secondary examination or the annual examination for promotion in their own schools and have been promoted to the first or the fourth form. Before admission to the examination candidates should be certified by the heads of their institutions to be in poor circumstances. Private candidates may also be admitted on production of satisfactory evidence of their fitness for the first or the fourth form and of their poverty. The scholarships should not be open to pupils in orphanages as they will, in that case, only go to help the managers or the endowments in their possession. The conditions to be fulfilled by scholarship holders which may be

similar to those attached to scholarships, given under the Government scholarships notification will be determined by me after receipt of orders on this letter.

The above proposals have been approved by the Government of Madras.

THE 49th anniversary of the C. M. S. High School, Ellore, was celebrated on February 18th. The Bishop of Madras presided and the prizes and medals were given away by Mrs. Hamshire. Scenes from *Macbeth* were creditably represented and the report was read by the Headmaster. In the course of his address the Bishop remarks:—

It sometimes happens that in School Reports, as in other documents, there is much significance in some of the smaller facts stated, which are apt to pass unnoticed amid the mass of details recorded. I will venture therefore to pass over the account given of success at examinations, successes in athletic competitions, changes in the staff and the enlargement of the premises, which constitute the bulk of the Report, and draw your attention to two apparently trivial facts which perhaps you may not have noticed.

The first is that the Headmaster begins his Report by confessing that he has modified his views on the Report of the Universities Commission in consequence of some remarks made by Mr. Banerjee at the last prize distribution. Well, it is a great thing for a Headmaster to be able to say that he has changed his opinions on any subject, much more on a matter connected with education. Headmasters, like Governments, are in the unfortunate and unenviable position of having to keep up a reputation for infallibility. I speak with feeling on this point as being an old Headmaster myself. There is a story told of a certain Dr. Busby, who was a famous Headmaster of Westminster School, in London, very many years ago, that when the King went to visit the School Dr. Busby requested that he might be allowed to keep his cap on as he showed the King round the school and class rooms, "because," he said, "it would never do for the boys to think that there is a greater man in the world than I am." Well, with this reputation to have to keep up, it is a great thing for Mr. Gnanamuthu to publicly confess in a Report that, in consequence of criticisms, he has modified his opinions; and I feel sure that this must show that your Headmaster possesses a quite unusual capacity for self-education. And I am sure that his power of educating himself must tell very favourably on his powers of educating his pupils.

Then the second small fact to which I would direct your attention is the statement that one of the pupils of this school was awarded a certificate at the Godavery Educational Exhibition, held at Rajahmundry last December, for his coin collection. Well, I must confess that I have never been able to collect anything myself, not even postage stamps. I once tried to make a collection of birds' eggs, but that was only for the fun of climbing trees to get the eggs. So I have no natural sympathy with collections as such, but I am heartily glad to see any

Indian student taking a real interest in any subject of an intellectual nature which does not pay for examinations. I see that the Report remarks that the boys are encouraged to take interest in various things outside their regular studies, but I am afraid that for the most part encouraging students to take a real interest in anything that does not pay for their examinations is like calling spirits from the vasty deep. I am very glad, therefore, to come across any student who has the courage and the independence of spirit to strike out a line for himself and take an interest in anything outside the ordinary routine of school or college work.

It is quite true, of course, that in this world of competition knowledge is required for practical purposes and that knowledge is power. And in the practical work of education we cannot get away from the fact that the only avenue to appointments is through examinations, and that the vast majority of boys and students want appointments. Practically, therefore, the work of education resolves itself into the preparation of boys and girls for passing examinations and giving them the knowledge which will be useful to them in earning their daily bread.

But we must not forget that education ought to rise above the necessities of the struggle for existence. The object of education is not only to enable men and women to make a living, but also to increase the joy and happiness of living. The poet Wordsworth truly said "knowledge is delight" and this is quite as true as the more utilitarian saying "knowledge is power."

If I might be allowed for a few moments to see visions and dream dreams and imagine a Utopia of Indian village life, I should like to see in every village a little museum and a primary school of scientific research where all the children were taught to collect beetles, butterflies, insects and flowers, to take an interest in and love Nature in all its forms, as they actually see it in their village life. I should like, in fact, to see anything done to abolish the deadly dullness which examinations and Education Departments have managed to infuse into all education. I am afraid that this must remain a far-off vision of the future. But meanwhile it is satisfactory to observe that at least one pupil in this school has made a collection of coins, and I congratulate the school on possessing this oasis in the wilderness of utilitarian education.

THE annual Athletic Sports of the Madras Athletic Association were held on the ground of the South Indian Athletic Association at the People's Park on Saturday evening, the 21st February, in the presence of Their Excellencies Lord and Lady Amthill and a fairly large gathering of spectators. Her Excellency Lady Amthill distributed the prizes to the successful competitors at the Sports as well as the handsome Cricket and Lawn Tennis and Gymnastic trophies to the College teams and individual competitors who had been successful at the recent competitions.

The entries for the various events in the Sports filled well, so much so that they had to be run off in heats commencing as early as 2.30 P.M. Con-

sidering the number of events that had to be got through and the number of heats that had to be run off, the Judges and Starters are to be congratulated on having completed the programme before 6 P.M. The 100 yards flat races, both for seniors and juniors, were excellent events and in both the time recorded was 10½ seconds. The hard and fast rule of the Association that no individual competitors could take more than two first prizes was strictly adhered to, and the list of winners does not, therefore, represent actual results; but it had in many instances to be altered to comply with the rule. The awarding of the Governor's Cup to the best athletes in the Senior and junior events was based upon results obtained in the manner above indicated and the cups carried off respectively by K. Ramaswamy Iyengar of Pachaiyappa's College, and Venkataswamy of the Wesley College. The Mile Race for Seniors was won in excellent style by S. D. Rély of the Medical College, and the Quarter Mile Flat Race for seniors by Lopez of the same College. In fact the Medical College was well to the fore in all the competitions, and has not yet been dispossessed of the Cricket trophies. Both the One Mile and Five Mile Bicycle races were won by C. R. Patton of Doveton College. In the last event only three entered, one of whom retired at an early stage of the race, while Patton beat his only opponent by almost a lap and a half, and took it decidedly easy too.

Our space does not allow us to chronicle the full list of prize-winners. Her Excellency having given away the prizes, the Hon'ble Sir Henry Winterbotham, K.C.I.E., proposed a hearty vote of thanks to Her Excellency for having done so and to His Excellency for honouring them with his presence. He called for three hearty cheers for Their Excellencies, which were enthusiastically given.

THE GOVERNOR'S SPEECH.

His Excellency the Governor spoke as follows:—

LADIES AND GENTLEMEN.—I don't suppose you are going to let me off without the inevitable few words which you would expect on account of my presence here on this occasion; and moreover, Lady Amptill has just asked me to thank you for the very kind manner in which you have been good enough to receive her. You know me well enough to make it unnecessary for me to tell you that it is a real pleasure to me to be here this afternoon. I need not assure you that I take a very real interest in athletics of the young men of this Presidency. I should like to take this opportunity of congratulating all those who have been successful in the interesting events which we have witnessed this afternoon. I should also like to congratulate the Committee and the officials of the course on their very excellent arrangements. All the races were started without the slightest delay and the arrangements all seemed to have been quite perfect and admirable. But I should like to see one or two things when I come to these sports on a future occasion. In the first place I should like to see more of you here. It is absurd to suppose that the assembly I see before me is an adequate representation of the young men of Madras belonging to all the Colleges. In the

second place, I should like to hear more noise. On these occasions it is right and appropriate that there should be loud and continued cheering. I can say from my own experience that it is of the greatest use to the competitor. Nothing is more dispiriting to a competitor than to run or jump in dead silence. Every one of you should help the representatives of your College by giving them hearty cheers, whether they be first or last. I know that my friends here on the right did their best, and I think they had good reason too, for I fancy they belong to the Medical College. I had almost omitted to congratulate them on their conspicuous and brilliant successes. The next thing I should like to see on future occasions is all races fought out to the finish. There seems to be a great lack of condition among a good many competitors. You should remember a race is never lost until it is won, and even when one finds it hopeless it is well worth while making an effort and continuing a race to the bitter end, for the sake of the training it gives to the runner, and also because it should be regarded as a point of honour by every competitor, unless he meets with an accident, to finish a race right out, however far he may be behind. I will not detain you any longer. I congratulate you once more on what I think has been a very successful gathering. I hope I shall have the pleasure of seeing more such gatherings, larger gatherings and even more successful gatherings, with more enthusiastic cheering.

BOMBAY.

OFFICIAL NOTIFICATIONS.

Mr. Cecil L. Burns is appointed a Member of the Board of the Victoria Jubilee Technical Institute vice Mr. M. Macmillan, B.A. (Oxon), resigned.

Mr. Jasper Brett, Vice-Principal, Sir J. J. School of Art, Bombay, assumed charge of his appointment on the 26th December 1902.

Mr. E. GILES, M.A., Director of Public Instruction, has been granted an extension up to 30th April of the furlough already granted to him.

At the faculty meetings of the Bombay University, the following gentlemen were elected Deans and Syndics:—

Dean in Arts—Mr. F. G. Selby, M.A.
Dean in Law—The Hon. Mr. P. M. Mehta, M.A., C.I.E.

Dean in Medicine—Lieut.-Col. H. P. Dimmock, M.D., I.M.S.

Dean in Engineering—The Hon. Mr. W. C. Hughes, C.I.E.

Syndics in Arts—Mr. M. Macmillan, B.A.; the Rev. E. Dreckmann, S.J.; Mr. R. D. Sitana, B.A., LL.B.; and Mr. Chimanlal H. Setalvad, B.A., LL.B.

Syndics in Law—The Hon. Mr. Justice N. G. Chandavarkar, B.A., LL.B.; and Mr. Shamrao Vitthal.

Syndics in Medicine—Major L. F. Ohilde, M.B. I.M.S.; and Dr. K. E. Dadachanji, L.M. and S.

Syndics in Engineering—Mr. Bahadur M. C. Murzhan, C.I.E.; and Mr. N. A. F. Moos, B.Sc.



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All contributions, books for review, &c., should be addressed to the Editor, Central College, Bangalore. 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.

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The Educational Review.

If we may hark back for a moment to the Dr. Mackichan's Convocation Address delivered at Bombay by Dr. Mackichan there are one or two points which we should like to mention. He said, "It is by a constitution which will

recognise colleges as constituent parts of the University that it is hoped to bring something like organization and coherence into our Indian Universities so that they shall be no longer mere agglomerations of unrelated elements, but centres of an organized academic life. This is the first step towards any effective remodelling of the Indian University in comparison with which even the reconstitution of the Senate is a matter of secondary importance." This is precisely the position which we have always taken up in this journal and which we have endeavoured from time to time to assert. We could wish for no better statement of the case than Dr. Mackichan has here made. This being so we confess we are at a loss to understand why the Commission, which Dr. Mackichan represents as being in accord with himself on this all important subject, has not recommended any scheme by which the colleges might really become the constituent and integral factors of the University and by which the University might natu-

rally and normally consist of the associated and incorporated colleges, instead of being a board appointed by Government to which the different institutions within the particular area are 'affiliated.' Bombay has a chance in this respect which no other University has: it has under a dozen first-grade colleges and but one of the second-grade. Let Dr. Mackichan begin with that which lies nearest at hand and work for a genuine union and federation of the colleges in his own Presidency: we shall watch his efforts with as much interest as, and even more hopefulness than, that with which we regard the movement for a 'teaching University' at Allahabad. We venture to think that by working along these lines Dr. Mackichan and his fellow-workers in Bombay will score a more real and a greater measure of success than by pursuing what appears to be very much a phantom—the establishment of a college of science at a cost of twenty lakhs of rupees, much as we sympathize with this scheme, and real as the need for its accomplishment is. The Vice-Chancellor admittedly classed himself among the old men who dream dreams:—"Already the fair vision seems to rise and take form in imagination. I see this University preparing herself to take her place as a seat of real learning and as the distributor of the highest intellectual life amongst the peoples of the land. I see her dissociated in the minds of the ardent and hopeful spirits amongst our youth from the thoughts that gather round an instrument of examination and taking on the benignant aspect of a true 'Alma Mater.' I see the wealth of this presidency, of princes and people, directing itself more and more into the channels opened up for it by a University that is seeking to rise to the height of her function as a great teacher."

No one will rejoice more than ourselves to see this dream abundantly fulfilled, but Dr. Mackichan possesses a firmer optimism than we do when he looks to this money being easily and speedily raised by a contribution of ten lakhs from Government and ten subscriptions of a lakh each from ten good men and true who are willing to give the bricks without having their names inscribed upon them.

While we are grateful to Lord Ampthill for confining himself more closely than some of his predecessors to the exact function of the day, an address to the graduates exhorting them to conduct themselves in conformance with the degrees to which they are admitted, we are bound to say that we have a good deal of sympathy with those gentlemen who have, in preference to shouting platitudes to an audience which cannot hear them and which never troubles to buy them when printed, chosen to deliver utterances bearing particularly upon the special field in which they themselves have won distinction. And we condone very easily the breach of the by-laws which they have committed in so doing. Indeed Lord Ampthill himself did not wholly avoid this procedure. He avowedly spoke to the graduates in his capacity as head of the Government and took occasion to reprobate, with no small degree of asperity, the quantity and quality of the public criticism to which all the words and works of Government are subjected. Taken as a whole however the address was an excellent one, and with the possible exception of Sir Frederick Nicholson's, superior to any that have been delivered on this occasion in recent years.

On the 28th of January the Senate of the University of Madras appointed a special Committee to report on the Universities Commission Report. That Committee presented its findings at a meeting of the Senate held on March the 12th. They reveal a very thorough understanding of the whole problem and we regret that our space does not permit of reprinting them. We admire especially the remark concerning the M.A. degree courses by which the whole body of the Commission's recommendations including the unscientific proposals with regard to the higher study of English was brushed aside with the remark 'The Senate does not approve.' And we cannot refrain from quoting the following sound criticism under the head of Legislation:—

In reference to the recommendations relating to Legislation, it is observed (a) that it is proposed to pass a single General Universities Act supplementing and amending the existing Acts of Incorporation in order to give effect to the recommendations of the Commission in regard to the reconstitution of the Universities; (b) that it is also proposed to give power in the new Act to the Governor-General in Council to frame new Regulations for each University, for the purpose of carrying out in all the Universities other recommendations of the Commission. If the object of this proposal is to enable the Government of India to dictate Rules and Regulations to the several local Universities and to intervene in the administration of the affairs of these Universities, the Senate desires to place on record a most emphatic protest against the adoption of such a policy. This Senate knows of no precedent for a policy which appears to be directed towards centralising the administration of the higher education and the "standardising" of the methods or machinery by which the work of a University is carried on, nor can the Senate discover any justification for the adoption of such policy in the recorded results of the enquiry conducted by the Universities Commission. If Universities are to establish themselves on Indian soil, it seems axiomatic that their Senates should be composed of the best and most suitable material available in the country, both European and Native, and that a Senate, once it has been satisfactorily constituted, should be allowed considerable freedom of action in the administration of the affairs of the University. Not to concede this freedom would be to weaken the individual sense of responsibility among the Fellows, and to lower the dignity of the Senate by reducing it to the position of a mere Board whose duty it would be to carry out the orders of some higher authority. The Senate fully recognises that, in the interests of good Government generally and

of the higher education in particular, it is necessary that Government should retain a considerable measure of control in the administration of the affairs of a University. If, in any case, a Senate should prove itself unworthy of the trust that has reposed in it, it should be open to Government to abolish or reconstitute the University, but on the other hand, an attitude of suspicion or mistrust on the part of Government and a disposition unduly to assert its right to interfere would be prejudicial to a healthy growth of a University. A careful consideration of the Report makes it evident that, so far this University is concerned, the Commission could have found little to blame in the administration of its affairs, while, on the other hand, it has been shown that, in some cases, the criticisms or strictures that have been pronounced by the Commission on this University have been made under a misconception of facts and are beside the mark. The Senate, moreover, is of opinion that, in view of the different circumstances of the various Provinces, and of the varying needs and resources of the Universities in these Provinces, any attempt to obtain uniformity in standards, methods and courses of study in the Universities is doomed to failure.

In view of these considerations, the policy of imposing regulations from outside on this University and of forcing it to adopt courses of study and methods of administration of which it does not and cannot approve, is in the opinion of the Senate, a policy that is at once unjust and unwise.

The Senate, moreover, is of opinion that if new legislation is to be undertaken as the result of the enquiry conducted by the Commission, the University should be allowed the opportunity of considering the draft Bill it may be proposed to pass.

We should have been glad if the Senate had accepted the Report as it stood, and followed the example of the Special Committee in choosing golden silence on the question of reconstitution of the Senate. At the same time we feel that those who wished to discuss the question had a certain justification for their wish. It may be more dignified but it is not average human nature, to remain silent when one is on trial for one's life. It is much to be regretted, however, that there should have been even the semblance of opposition between Senate and Syndicate or European and Indian on this matter, and that a friction resulted which has not had its parallel since the struggle over the election of a Registrar in 1899-1900. The result of the disagreement was that the Senate sat in Committee for many evenings and passed a series of eleven resolutions bearing on the matter, which were confirmed by thirty-seven votes to eighteen at the meeting held on April 4th.

Mr. Michael Sadler in the course of a recent address to the British Child-Study Association incidentally uttered some pertinent remarks on the education of girls which are not without their value for us in India. The majority of girls, he said, were to be makers of the home, and therefore should be educated accordingly, and this was a fact constantly overlooked in the Girls' Schools of to-day. The aims and objects of boys' and girls' education were totally different, and thus the same curriculum for both sexes would not be satisfactory. The girl should be given instruction in child knowledge and in the household acts. Much time should be devoted to the cultivation of the artistic and literary side of her nature. Mr. Sadler's ideas are thus much the same as Ruskin's: both desire the girl to receive a good all round education rather than a specialized one.

Side by side with this comes the view of a novelist. Mr. George Gissing in the *Fortnightly Review* protests against too high a value being set on intellectual attainments to the depreciation of the domestic arts. It has usually been the practice to rail at English cookery—Mr. Gissing is only fearful lest Englishwomen should abandon it and introduce French fashions in the *cuisine* as in dress. We are not willing to follow him however when he says he would "far rather see England covered with schools of cookery than with schools of the ordinary kind; the issue would be infinitely more helpful." As the *Journal of Education* points out "assuredly reading is as necessary as cooking, and women shall not live by baking alone."

An eminent French educationist, M. Compayré, Rector of the Lyons Academy, has also been speaking on this theme. At the opening of some new buildings for girls he uttered an eloquent defence of the higher education of girls, the object of which was not to produce the scholar or the pedant, but simply well-informed women who would be all the better able to fulfil 'the eternal role which nature has allotted to them, that of daughter and sister, wife and mother.' Women in the future would be called upon to play a larger part on the world's stage; their newly discovered

faculties must be properly directed and developed: their sympathies must be enlarged and their spiritual nature fortified. A knowledge of Science, Art, and Literature, will widen their interests in every way, but household knowledge must be in no wise neglected. "No, we do not seek to divert our pupils' attention from the duties of the home, the first of all duties; and that household knowledge which the Government so wisely endeavour to inculcate in the elementary schools occupies a very important place in our *lycees*."

While we are on this topic we gladly mention the scheme propounded by Mr. Morison of Aligarh in a letter to the press. Recognizing the impossibility of beginning on a big scale he thinks a beginning might be made if a fair number of Mussulman parents are willing to pay comparatively large fees for the education of their daughters and seeks to find out what measure of support would be given to the scheme which he outlines as follows (the italics are ours):—

A bungalow in which *purdah* could be strictly observed would be put under the charge of two European ladies with whom would be associated two or three Mahomedan ladies. The education imparted would consist, first, of the repetition of the Koran, Urdu reading and writing, and simple arithmetic. The girls from the first would acquire a colloquial knowledge of English and, as soon as it was possible, they would be taught to read and write that language also. They would probably make more rapid progress in English than is usually made by boys in High Schools, because they would learn from the beginning by the direct colloquial method, and would not be hampered by a large number of subjects. If they were not taken away at an early age they ought to be able to read and speak English fluently by the time they left school. *In addition to reading and writing they would be taught the elements of domestic economy, especially cooking and sanitation; they would also learn sewing of all kinds, and, if there were a demand for such accomplishments, drawing and music.* The grounds would include a walled garden, in which the girls could spend their leisure hours, and they would be encouraged to take such outdoor recreations as are suitable to ladies. One of the objects of the institution would be to impart to the girl scholars a knowledge of the laws of health, which it is hoped would not only be beneficial to themselves but also prove useful to them at a subsequent period when they had charge of children of their own.

This scheme could not be initiated satisfactorily unless at least 20 girls could be found to join, who

would each pay Rs. 75 a month and an entrance fee of Rs. 100. These fees are no doubt comparatively heavy, but it is proposed to make a beginning with only girls of well-to-do families; the advantage of large fees is that it makes it possible to begin at once without waiting for an endowment fund to be raised. Mrs. Morison has consented to become the Honorary Secretary of the proposed institution, and all communications, which may be in English or Urdu, should be addressed to her.

We are not quite sure that we understand the drift of the article by Mr. Stanley Rice in the March number of *The Indian Review*. At any rate, while we are in full sympathy with his end we have considerable doubt about the feasibility of his means. He deplores as many before him have deplored, the lack of *esprit de corps* in Indian colleges. With much that is good, 'there is not that feeling that he (the student) is bound together in one body not only with his companions but with his masters, not only with his masters but with all members of the college who went before him and who are to come after him.' And by way of remedy he longs for men to arise in India and do what Wykeham did for Winchester and Wolsey for Oxford. 'In these days of advancement why should not some wealthy merchant or land owner found a National Temple to learning which in its own way would vie with the Temple of Minakshiamman at Madura or of Subrahmanyam at Tiruchendur?' 'I do not care if my college be really a college or a high school; I do not care if it be "first grade" or "second grade." The essential elements are that it shall be the real mother of its pupils, be they boys of 14 or young men of 20; that it shall be a national institution, founded by Indians for the benefit of their own countrymen and that it shall be lodged in buildings worthy to receive it.' Into this ideal institution would be introduced a temple which should correspond to the chapels of English colleges. 'There is no need for religious education technically so called. The highest and best form of religious education is the familiarizing boys with a pure and simple service of their religion, uncontaminated with corruption on the one hand and with dogmatism on the other.'

We are reminded that 'manners makyth man.' The education of Eton or of Oxford

rarely fails to instil those manners that make the gentleman; and if the University of Madras fails to instil those manners it is time the doctors and professors looked into the working of the machine for there is something wrong with it.'

Mr. Rice does not say how he would staff his 'national colleges,' and perhaps we had better share his reticence on this point. Meanwhile we should always remember the work that is being done at Aligarh. If the trustees of Pachaiyappa's College in Madras could see their way to making provision for compulsory residence on the part of their students, we think that institution might approximate to the ideal Mr. Rice has set before us. Meanwhile it is good to bear in mind the observation of those competent to judge, that in this the second generation of Indian undergraduates, there are many youths who have as it were inherited an academic tradition and are displaying many of those characteristics which we have come to associate with public school life in Britain. In the increasing number of these lies our chief hope. Time is our greatest ally.

When Miss Carr's scheme for founding scholarships for Hindu and Mohammedan widows who wished to become teachers was sanctioned by the Madras Government there were some who thought that the boon should be extended also to Native Christian widows. Among these was the Rev. I. Brouwer, Catholic Missionary at Rentachintla. This gentleman addressed both Miss Carr and the Director of Public Instruction on the subject and received the respective replies: "Native Christians can well be looked after by the missionaries concerned" and "Christians are excluded from the favour." We are bound to say that we prefer the Director's simple statement of fact to Miss Carr's explanation, and Father Brouwer is quite justified in retorting as he does in a letter to *The Madras Mail*, "Cannot the Hindu and Muhammadan widows be looked after by their own community?—if not, why not?" But we think he weakens his case very considerably by the admissions he afterwards makes, viz., that the

majority of the Catholics are "caste" Christians, and that for practical purposes 'Catholic casta' widows and Hindu widows are in the same boat. We confess to a certain inability to comprehend the collocation of the two ideas, caste and Christianity, and it seems to us that Father Brouwer and those who think with him have no reason to be surprised if they find that they cannot both run with the hare and hunt with the hounds. If we may be permitted to mix up our metaphors we might say that the case affords a good example of the way in which a man trying to serve two masters falls to the ground between two stools.

The Madras Educational Service is unfortunate in losing at the same time two of its most popular and efficient members. We refer to the almost simultaneous retirement of Mrs. Brander, Senior Inspectress of Girls' Schools, and Mr. E. Marsden, Inspector of Schools, Central Circle. Mrs. Brander is well-known as a zealous educationist and a sympathetic friend of teachers in Girls' Schools for whose welfare she has consistently and successfully striven. Mr. Marsden has had an experience of education in South India which for length and variety would be very hard to parallel. Beginning as an Assistant in the High School (now the Central College), Bangalore, he served for a time in Coorg, and then worked his way through the Madras Service from the lowest to the top-most rung of the ladder. He has been an Inspector of Schools for 30 years. For the last three years he has been a member of the Syndicate of the University of Madras and has also occupied the position of Hindustani and Persian Translator to Government. His linguistic ability, which unfortunately has no parallel in the Educational Service, made him of the greatest value to Government and the University. We are glad to learn that Mr. Marsden is by no means lost to India. Messrs. Macmillan & Co. have been fortunate in securing him as their literary adviser in matters relating to Indian school-books and in this capacity he hopes to spend six months in India every year.

Mrs. Brander is succeeded by Miss Carr, and Mr. Marsden by Mr. Logan of the West-

ern Circle. Mr. Logan's place is taken temporarily by Mr. Moss of the Mercara High School, a deserving officer who has had to wait too long for his promotion.

Of other changes in the department it is sufficient to say that the appointments of Mr. Middlemast and Mr. Stone to the newly created offices of Deputy Director of Public Instruction and Inspector of European and Training Schools respectively, have given the liveliest satisfaction. Mr. Middlemast's appointment should release the Director from much of the routine work hitherto necessarily incumbent upon him, and give him those opportunities for getting into close personal touch with the educational institutions of the presidency which are both desirable and necessary, but which have thus far been unavailable.

Another retirement which falls to be mentioned here is that of Mr. C. M. Barrow, Principal of the Victoria College, Palghat. Mr. Barrow has been a conspicuous figure in the educational world of Madras for over a third of a century and through his teaching and his books has helped to shape the course of many a generation of students. His friends, and they are legion, sympathize deeply with him in the bereavement which has hastened his withdrawal from public life, and he takes with him to his retirement at Coonoor hosts of good wishes. Mr. Barrow is to be succeeded at Palghat by Mr. Glyn Barlow of the Zamorin's College, Calicut.

THE TEACHERS' COLLEGE EASTER EXCURSION.—The students of the College, about 60 in number, accompanied by some members of the staff, left Saidapet on the evening of Tuesday, the 7th instant, on an excursion which had been arranged by Mr. J. H. Stone, M.A., the Principal of the College. The party started by boat from the Adyar Road Ferry and proceeded by canal to Mahabalipuram where the Seven Pagodas were visited. After a halt of two days during which everything worthy of note and of educational value was inspected, the party proceeded to Thirukkulukundram in the Chingleput District. Here the students greatly admired the scenery and drew sketches of the temple, with its magnificent towers and sculptured pillars. On Saturday, the 11th instant, leaving Thirukkulukundram, the party proceeded to Chingleput, where they visited the Reformatory School. The party then took train at Chingleput Station for Saidapet, where they arrived at 7 P.M. the same day.

Ad C. M. B.

Natus sub Austri sideribus procul,*
Illinc palaestras vectus in Anglicas
Oxonienis mox fuisti

Discipulus Nicholaeique sacri;†

Hic tu studebas praelia Troia,
Taetrosque Ulixix multivagi dolos,
Et dira Pelidae ferocis

Fata Agamemnoniasque plagas.

Nec negligebas rite recentium
Haurire fontes, innumerabilesque
Aptare Musarum ministros

Consiliis animoque acuto;

Raptusque in Indos, quas cumulaveras
Artes Minervae cum patientia

Fundis per aestivos calores*

Ut sapiant juvenes Eoi.

Tu paedagogus doctus et impiger,
Tu disciplinae, si quis erit, capax,
Scholae gubernator peritus

Ingenio ferulaque regnans.

Tandem labores desinis arduos,
Plenusque honorum nec sine gloria
Vitae fatigatus procellis
Invenies meritis quietem.

L. C. H.

A.D. V. ID. AP.

THE NATURE-METHOD IN EDUCATION.

N. ALMEE COURTRIGHT.

The corner stone in the foundation of every educational structure should be inscribed with the words of the illustrious father of Kindergarten Method—Frederick Froebel—"come, let us live *with* our children."

If we studied the child and his needs at first hand, and followed the knowledge thus acquired, we could dispense with quantities of rubbish which choked the educational channels of the past, and which is still retarding the progress of the present day.

To hear much that is said of Education, and to read what is written in its name, an unknowing one might easily be wished into thinking that the child comes into the world blind, dumb, lame and created of unimpressed material elements.

Is not *every* child a refutation of such a calumny? Let us consider a few salient points:

We are taught nowadays the really important place crying has in the development of the child. Almost with his first breath we have the cry which means that from *within* an impulse is being exerted to open up cavities in throat and lungs to admit free passage of air. We might exercise whatever *outward* strength we would and yet, in spite of mature wisdom, be unable to accomplish what the infant instinctively does for himself.

Again, with the movement of the babe's limbs, the involuntary prompting of Natural Law causes him to keep himself playing in motions which, persisted in, mean strength. When consciousness commences to function, the child is beginning to realize self. He kicks, stretches out, and cries to study his own

* The person to whom these lines are addressed was born in Australia; and

† was for some years a pupil at Hurstpierpoint, a school forming a part of the foundation of S. S. Mary and Nicholas, Lancing.

powers on himself first, then, later, (a) on his parents, and (b) others about him.

It is true that by regularly exercising his legs for him we could quicken development and, muscularly, the limbs would be stronger than if the child were left to his unaided devices. But the little one requires more than external application to educate him "to stand on his own feet"; he needs to feel self-consciously the assurance which only comes through outward expression of innate powers.

This does not imply that the child would not benefit even at the kicking and crying stage by outside assistance. I know one mother who began the education of her child by the simple but effective plan of holding her hands where the babe could kick against them. She did this regularly, beginning with a few minutes at a time and lengthening the period as she felt the young muscles strengthen under the gentle resistance. I read of one father, interested in etymology who conceived the idea of utilizing the first meaningless utterances to his child's certain advantage; he would, while playing with the young one, correctly inflect vowels and consonants for the babe to imitate. From tones the lessons grew apace with the general development. Thus, by merely directing natural force the child was able, at an early age, to correctly express himself (in words) with an ease, fluency and breadth of understanding uncommon even to mature minds; he was able to begin what is formally termed "his education" with a command of the mother-tongue attained without the laborious effort that most of us remember to have devoted to the acquirement.

In studying the child further, we see that the impulse to move freely about comes with the desire for what is beyond his reach.

Motive just here begins to play a part in development. The young one may stumble in his efforts; may even bump his head; but what of that? He has begun his evolution by means of inborn, natural processes; the experiences have indelible marks which are an accretion to character, while the flesh bruises are but passing and the pain soon forgotten. If we deprive the child of the *motive* for learning to walk by placing everything within easy reach, would we not retard the natural process of growth, if not, by persisting in such a course, entirely cripple him?

It is not too much to say that faint traces of *character* are clearly discernible from the first days of the child's entrance into the world. In the cry, the movements, the desire, from everything which is an *expression*, can we detect latent disposition. By the time he has reached the age of five or six the child's bent is usually marked clearly enough to enable an *observing* teacher to read the individual from the three aspects: (1) activity, (2) interest, (3) motive. From the basis of such knowledge should be evolved a method of training adapted to the need of the pupil, for it is this triune power which moves each of us to definite ends, from the cradle to the grave. We cannot ignore it in *life*; we dare not ignore it in teaching.

We are then, forcing the child to violate every natural law of his being when, in the name of *education*, we drag him from the objects which help him to self-realization and expect him to keep still under the torture of the process of cramming abstractions. The child should never be still; he should all the time be doing things, he should be constantly using his sense-organisms in investigating his environment.

All about us, everything, i.e., is silently

moving to accomplish the majestic work of evolution. The child is as much a part of Nature as is the grass, the insects, the sky; through ceaseless motion, which involves nutrition, is he evolving from ovum to maturity as surely as is the tree from the seed; hence motor-activity is the inherent birthright of every normal, healthy child. Activity then is the natural law of his being; but the child should be taught to concentrate and to convert it into power so that he will be able to utilize it to noble ends.

The education of a child is not derived from books; (though a certain culture is); nor is it confined to the four walls of the class-room; but it obtains from continuous contact with *life*. Strictly speaking then, education is not merely a preparation for the duties of life, but it is life.

When the child comes into the world he has to learn not only the play of natural forces, but he must be taught how to confirm his own life to man-made laws, as well. His school training, therefore, should be comprised of knowledge of the Nature about him; and the way in which he can adjust himself to life decides whether or not he has realized his inborn possibilities.

In India, as in other countries, those who have to do with the training of children in the routine of school work, know that the ability to memorize is no criterion of what the child *knows*. As Parker has it: "To think that children really know because they can repeat words and answer questions is perhaps the greatest delusion in education." Thought only grows by means of the stimulus of experience; there is no mental growth which does not involve the principles before mentioned (1) activity, (2) interest, (3) motive. In the earliest years the demand for *expression* is

especially strong; it is then that the child feels the vital need for knowledge.

To do justice to the child and to lift teaching to the art which it should be, means that the teacher should have both the wisdom and enthusiasm for his calling which would enable him to enlighten, reinforce and stimulate the natural craving of the child for knowledge. He should make *books* subservient to other means employed. He would resort to books when there was a *motive* for acquiring the information they hold, rather than to cram their contents when the mental hunger is lacking. He would correlate study subjects (comprehending the widest possible range) using concrete objects and materials with abstract (book) imagery as warp and woof that will, combined, convert that unfathomable mystery we are wont to treat as lightly—the child's mind—into a thing of beauty and of benefit not only to *SELF* and family, but also to that country which claims him citizen.

(To be continued.)

N. ALMEE COURTRIGHT.

VITTORINO DA FELTRE AS AN EDUCATOR.

Most men who have left a name as Educator have left also some written work, by which their fame might be kept alive; tradition being at best uncertain, at worst misleading. We have Locke's Thoughts concerning Education; de Ratione Studii of Erasmus; Ascham's Scholemaster; Milton's Tractate, and half a hundred besides. But the subject of this paper composed no treatise. He was content to practise as a schoolmaster, to do what others wrote of. His practice was agreeable to the most reformed theory. While many people have no knowledge of education, they have many false notions concerning it. Da Feltre had knowledge, and not false notions.

In the popular fancy, so far as "speech bewrayeth it," education is not a leading out, but a shovelling in. The substitution of its exact opposite for any given idea is only one branch of the general study of human perversity, and the reason for this particular example has not been found. But any one who cares to try will find that when, speaking at the Peterborough School of Science and Art in 1891, the late Dr. Creighton observed:—"The human mind is not like a coal-cellar, into which, after opening a grating, you can shovel what contents you wish"—he was really telling a very true sort of truth.

Da Feltre was one of a long line of thinkers and workers who have exerted pen and voice, and every available kind of mental and bodily activity in the effort to draw out the latent power in their pupils, to trim the dim inner light, to encourage the unfolding flower. Perhaps the proudest epitaph for any such man or woman might be 'the bruised reed he never broke, the smoking-flax he never quenched': for it is pitiable to think of the breaking and extinguishing of vital power under dead loads of facts which has gone on through the long procession of the ages; and which goes serenely on to-day.

This Italian schoolmaster was happy in his time, and not less so in his eventual environment. We may think for a moment of the centuries which had preceded his own. It seems to us, as we look back on the Europe of the fifth to the tenth centuries, as we view the desolation after the sack of Rome by the Goths in 410 A.D., little short of a miracle that men escaped the terrible fate of falling back into complete barbarism. It is very hard indeed to realise what the condition of Europe was, what was that of those parts of it which we know as Great Britain, France,

Germany and Italy. When hordes of barbarians, issuing in irresistible swarms from the North of bleak mountain, abysmal forest, and savage hiding places which Tacitus described so grimly, had overthrown the Roman power which men had heretofore imagined eternal, only one strong enduring organization remained in Europe. That learning and civilisation were preserved at all is mainly due to the Catholic Church. She was not powerful or wise or single-minded enough to do everything which we from our experienced standpoint may wish she might have achieved; but at least, by means of episcopal and monastic schools, she did much, that is admitted by friends and foes alike: it is evidenced by indisputable history. Yet in spite of these efforts, the night of ignorance darkened apace: the learning of Greece and Rome perished almost from Western Europe: it is counted to the English Alfred for wonderful intellectual righteousness that he should have declared that boys of good birth ought to know how to read and write. Very early in the eleventh century the Bishop of Laon admitted that some of his brother-bishops could not count the letters of the alphabet on their fingers: and in the next, a monastery was discovered wherein no one of the monks could read or write. But if the Church failed to meet the ever-swelling flood of ignorance, she recognised her responsibility, as the decree of the Third Lateran Council shows, which set forth that the Church was a "good and tender Mother," bound and desirous to provide for the bodily and spiritual welfare of the poor, and ordered that every Cathedral should appoint a schoolmaster whose special duty it should be to teach the clerks and poor scholars of the Church, and who should be given a benefice for his material support.

Indeed, in these rude and confused times the Church was less to blame than untoward circumstances. We must remember that war was the perpetual—it came to seem almost the natural—condition of these various countries: moreover the nobles and gentry rather gloried in their ignorance than sought to mend it, preferring to spend what leisure they could snatch from military pursuits in the pleasures of the chase. In these troublous times, the common people lacked not only all stimulus, all incentive, but those first essentials to learning,—quietness and security.

Then again, what *vehicle* had they for learning? The languages of Western Europe were still unsettled patois. In England, dialect struggled with dialect, and the same was true of the continent. The first of English scholars, Baeda the Monk of Jarrow, wrote habitually in Latin, though he tried to make a literary instrument of the Vernacular when he translated the Fourth Gospel into Anglo-Saxon; a language so far removed in appearance and structure from its lineal descendant that we are forced to acquire it almost as we do a foreign tongue.

Latin was the language of the learned. But Latin books were scarcer than scarce in Western Europe. Greek and Roman philosophy, history, poetry, tragedy and the rest were buried in Eastern Europe, unread save by the scholars of Byzantium. Virgil alone of the Latin poets

"Wielder of the stateliest measure ever moulded by the lips of man"

enjoyed something like popularity in the schools of the dark ages; though Ovid, Horace, Lucan and Statius remained rather more than a mere tradition. "Of Greek," we are told on unimpeachable authority, "there was absolutely no tradition left."

In these dismal circumstances the outlook, the opportunity of any schoolmaster howsoever gifted naturally, was poor indeed.

But then, like the return of the sun after a dark and stormy night, there came that extraordinary revival of the human intellect, and the rebirth of human learning about 1400 years after the birth of Christ, which goes by the name of the *Renaissance*. The assisting factor, though not the immediate cause, was the shattering by the Turks, in 1453, of the Eastern Empire whose seat was at Constantinople. Greek scholars driven from their old peaceful haunts streamed over and into Western Europe, bringing their treasures with them.

In one of his earlier essays, M. Maeterlinck wrote:—"There are in history a certain number of similar periods when the soul, obedient to unfathomed laws, rises, if we may speak so, to the surface of human nature, showing her existence and power more directly..... It seems as if at such times humanity might somewhat shift the heavy load of matter....."

"What we know of ancient Egypt suggests that she passed through such a stage. At some dimly remote period in the history of India, the soul came nearer to the surface of life than ever before or since; and the remnants and memories of her presence—so close at hand—produce strange signs there still.... Recollect Persia, for instance, Alexandria, and the two wonderful centuries of the Middle Ages."

It is in one of these that da Feltre found a stage. If we ask why of all European countries, Italy should have been chosen for the soul's rebirth, scholars answer us and say that Italy's climate, her possession of a settled language, and her commercial wealth marked

her out as the new home of learning. While the rest of Europe was still occupied with the struggle to educate orderly government and social life from the chaos of the dark ages, Italy was civilised and wealthy. For this there was a reason. After the Roman Imperial power was destroyed there rose slowly upon its ruins that organization, known in history as the Holy Roman Empire. The Papal Court in Italy was a force which made perpetually for the civilisation of the great Italian towns. The Revival in Italy was followed by like movements in France and then in England, as the effects of the fall of Constantinople made themselves felt further and wider.

In Italy in the 13th and 14th and 15th centuries, popes, princes, and nobles vied with each other in discovering and acquiring the precious manuscripts which contained the learning and poetry of Greece and Rome: they strove to outdo each other in entertaining and housing the Greek scholars expelled from their eastern homes. Vast labour, time and wealth were spent on securing, deciphering and copying the classics.

Cosimo de Medici, the founder of the libraries of S. Marco and of S. Giorgio Maggiore, the collector of three different sets of MSS, who sent agents as far afield as Lübeck to hunt for a complete copy of Livy, who was the princely benefactor of indigent men of letters: Lorenzo de Medici, his grandson, who gathered round him all the men of his age who were distinguished in learning, philosophy, literature and the arts,—(Angelo Poliziano "the first Italian to combine perfect mastery over Latin and a correct sense of Greek with a splendid genius for his native literature"; Pico della Mirandola "the knight-errand of philosophy," and Michael Angelo

Buonarrotti being of this great company): Cardinal Bessarion, Archbishop of Nicea, who turned his Roman Palace into a cosmopolitan meeting ground for scholars; and presented 600 volumes, valued at 30,000 scudi, to S. Mark's at Venice: Alfonso of Aragon, surnamed the magnificent: Duke Frederick of Urbino: Gian Francesco Gonzaga, Marquis of Mantua, are but a fraction of the great Italians who lavished treasure on the New Learning, fostering and cherishing it by every means in their power.

To the latter, the world is more or less indebted for the life of the celebrated educator, schoolmaster as we may call him, of the 14th century, Vittorino da Feltre. His real name was Vittorino de Rambaldoni, but he took the name Feltre from his birth place; the prefix *de* indicating that he was of noble family. He was born in 1378. His family was so poor that he was forced while obtaining his own education at the University of Padua, to maintain himself by taking pupils. After his doctor's degree was granted to him at Padua, the desire to know mathematics seized him.

The "Seven Liberal Arts" of the early Middle Ages included arithmetic and geometry; but as the Church grew less and less able to cope with European ignorance which prospered as population increased, mathematics was more and more a rare accomplishment. At da Feltre's University one man only, Biagio Pelacane, had so much even as a superficial knowledge of this great branch of learning. He was, properly speaking, professor of philosophy, and he chose to part with his mathematical knowledge only in return for high fees. Of money, da Feltre still had a beggarly lack; so he offered his services as scullion in return for teaching. He entered

the elder man's service, and for six months he performed patiently those dull and menial services which among ourselves fall to the lot of the housemaid. At the end of this time such a churl was Pelacane that he still refused to impart his knowledge. Thoroughly disgusted, da Feltre procured a copy of Euclid's elements and did for himself what the curmudgeonly Professor would not.

Some years later, da Feltre left Padua, and turned his steps towards Venice. He was attracted thither by the fame of a noted Greek scholar, Guarino da Verona. This man had enjoyed all the greatest treasures of the Byzantine libraries for half a century before that ruin of Greek learning in the East, which preceded the actual fall of the capital city.

He arrived in Italy with a precious freight of MSS. though tradition says with blanched hair because part of his baggage containing volumes was lost by the way. Guarino proved no new Pelacane, but gladly extended his friendship to the new comer, and taught him Greek. Da Feltre returned for one year as Professor of Rhetoric at the University of Padua, and then went back to Venice where he gave private tuition to any who chose to avail themselves of his learning. He was now between 40 and 50 years of age, and the work which has kept his name alive and honoured through more than five centuries was not begun. Yet it was at Venice, where in process of time he opened a school, that his chance came to him. The unusual nature of his methods may be judged from the rules which he imposed upon himself at Venice, and to which he adhered resolutely in spite of the most tempting inducements to break through them. The plan had succeeded at an earlier period in Padua. His first rule was to receive only such a number of scholars

as he could really know and educate himself. The second rule was one of *selection*; his pupils were drawn from any class: the one absolute was fitness or ability and will to profit by teaching.

We may reflect for one moment on the isolation of this innovating schoolmaster. We look in vain in the rest of Europe for one like him; there is only one to put by his side, Gerson, the Chancellor of Paris University, and he was a University Professor, not a schoolmaster; though he addresses counsel to those who teach little children, as did Aeneas Silvius, known in the days of his great alteration as Pope Pius II. Before Vittorino da Feltre had carried on his school long enough to judge safely of his rules and methods, his great opportunity offered: Gian Francesco Gonzaga, Lord of Mantua, invited the famous teacher to open a school in the Mantuan Court for the education of his sons and daughter. Vittorino hesitated; he doubted the possibility of transferring his methods to any Court. But at last he drove a bargain with Gonzaga and went. The compact between them was this. Gonzaga stipulated that this girl and these boys should be taught Mathematics, Latin, Greek, and all the Philosophy contained in the literature of these two races. Necessarily such a scheme included their political science, their theory of citizen virtue, which distinguishes them not only in antiquity but in the history of the whole world.

But Vittorino had not drunk of the learning of the ancients for nothing. He had learned that high thinking involves plain living. He had returned to the ideal of Plato, holding with him that education is a twofold matter of body and mind. How greatly the interests of the body had been neglected in the early centuries after Christ we may gauge by

the extreme instance of S. Jerome who forbade a girl to have a bath! But Vittorino held with Plato that "when a beautiful soul harmonizes with a beautiful form," and the "two are cast in one mould, that will be the fairest of sights to him who has an eye to contemplate the vision." He aimed at what the Greek thinker had described in *The Laws* as "that other education in virtue from youth upwards, which makes a man eagerly pursue the ideal perfection of citizenship, and teaches him how rightly to rule and how to obey."

What of all this, da Feltre might well ask, is possible in the Mantuan Court?

"Even in a palace, life may be led well!"

So spake the Imperial sage, purest of men, Marcus Aurelius."

Doubtless, this Italian schoolmaster was acquainted with this remark of the great Antoninus: but he knew too that the strenuousness, the habitual self-denial, the regularity essential to the achievement of such an educational ideal as his, are not commonly found in the Courts of Princes. So, on his side he stipulated for complete control of the children, of their habitation, of their attendants, in a word, of their life. Gonzaga showed his notorious good sense by his acquiescence.

So, in 1425, Vittorino, at the age of 47, entered upon his new duties. He made a clean sweep of unsatisfactory companions, unnecessary servants, and of every sort and kind of superfluous luxury. Having done so, his task could not have appeared light, the two sons of Gonzaga, as history has handed down their portraits, hardly strike us as likely stuff for scholars. "Ludovico, the elder, was so fat that he could scarcely walk, and moved as if he had been made in one piece. His brother Carlo was on the other hand, a tall

awkward boy of weakly and attenuated appearance."

But Vittorino was not only a *humanist*: he was a most humane man. Without any harshness, covering his intention with gracious tact, using many a tender and skilful device to save his pupils' feelings he set to work to alter their physical condition. He cut off Ludovico's superfluities, making the loss up to him by furnishing him with other pleasures, not of the body, but of the mind and feelings; and by some rare skill rendered these acceptable to his ungainly charge. To Carlo on the contrary he administered nourishing strengthening food. In time he succeeded in replacing the glutton and the scarecrow by two normal, healthy boys:

Da Feltre's originality was shown in the attention he paid to the development of the body. In the ancient politics of Greece, the nobles, who claimed divine descent, had deemed no time spent on the due development of the body wasted. By some strange perversity, the Christian Church, ignoring the injunction of S. Paul, had belittled the human body: and gymnastic exercises found little or no place in the education of the earlier Middle Ages. But at the Mantuan School, such vulgar errors were avoided. Every bodily exercise was required of the boys in it. A school indeed, da Feltre's was, not a princely pleasure house, for he excluded all lazy ne'er-do-weels, however high their rank, and extended his hospitality to the poor and lowly-born who showed themselves able to profit by such training as his.

Vittorino's object when he admitted each boy to the school was to impress upon him the importance of the moment; the sacredness of life, of these few years of unique and unreturning opportunity; of the individual's duty to himself, to the state. Other things being

equal, he preferred children of good family on the ground that "thorough-bred colts repay training best." But the well-born wastrel was ever rejected by him for the low-born child of promise.

In spite of the tumult of speech and temper which such novel and drastic methods excited in Mantua, the Marquis held firmly on the way he had marked out, declining to interfere with the schoolmaster whom he had appointed.

It is worth remarking, in view of our own too frequent practice, that though Vittorino was a learned man, considerably more so perhaps than many of those teachers in modern schools to whom the high sounding name of specialist is applied, yet he did not consider time and labour spent on the youngest boys wasted. He, at least, never handed over young growing minds to the proverbial "anybody." Here again, he had mastered Plato's dictum "that the beginning is the chiefest part, especially in a young and tender thing."

Yet, Vittorino gave of his best to his older pupils too, guiding and training them with perpetual care to know and to appreciate classic authors, the four of these upon whom he relied most being Virgil and Homer, Cicero and Demosthenes.

Swimming, riding, fencing, wrestling, archery and tennis were among the bodily exercises in which these sixty boys, for that was the number to which the school grew, engaged.

Da Feltre paid great attention to a point which, in the muddle of our own hasty haphazard methods, escapes notice far too often, viz., the observation and cultivation of each child's *natural bent*.

Finally, he was an unsleeping censor of morals and manners. All that was coarse in

books was kept from his pupils: all that was coarse, violent, unrefined, ill-mannered, disorderly in their manners and speech he banished. It is recorded that once Carlo Gonzaga having failed in a stroke at tennis uttered an oath. Vittorino seized him by the hair, boxed his ears and loaded him with reproachful words, till the boy fell on his knees begging forgiveness. In a moment the master's anger dissolved and "he thanked Heaven for a pupil so obedient to reproof." It did not seem to occur to the outraged schoolmaster that he was meeting violence with its counterpart. It is interesting however to note that this was an isolated instance. By dint of living always with his boys, and of denying himself for them perpetually, much in the fashion advocated and practised by Pestalozzi four centuries later—by means of his wonderful combination of intellectual, moral and physical education, a combination as rare then as some of us fear it is still, he maintained his discipline without the dubious aid of the rod.

His boys, as a natural consequence of his plan of admission to the school, were destined to play all kinds of parts on the world's stage in their after lives. Well indeed did some of them acquit themselves. In due course, the whilom glutton Ludovico succeeded his father, adorning the Marquisate of Mantua, acting as a patron of learning and of the fine arts. Duke Frederick of Urbino, another of da Feltre's pupils, was a ruler of European fame, a pattern to princes.

In recording his success with boys it is fair to record his success with a girl. Gonzaga's daughter Cecilia was a pupil in the school. Of her, a scholar wrote as follows:—"There was also a daughter of the Marquis, about the age of twelve, who wrote Greek with such

elegance that I felt ashamed of myself when I thought that scarcely one of my pupils could write it so well."

For twenty-two years, da Feltre carried on his great and beneficent work, in fact until he died in 1446; the blessing of retaining his full faculties to the end being the crowning advantage of a singularly felicitous life.

When we consider what was the state of Europe, what was the state of general education, this enlightened ideal translated into practice seems little short of a miracle. What appears no less wonderful, but infinitely regrettable, is that after more than five centuries it should still be needful in any degree—in exactly what degree it is hard to determine—to point out that education is not another word for pouring-in; or, to repeat Dr. Creighton's words, that "the human mind is not like a coal-cellar."

GERALDINE HODGSON.

EDUCATION, PAST AND FUTURE.

It is interesting to trace the course of education as it evolved from the path of private interest to a condition of general importance and took its position as a state question.

When Milton wrote his educational pamphlets the question of state education had not yet been mooted, but a little more than a century later the point had been already raised. In Italy, Filangieri in his *La Scienza della Legislazione* uttered the following remarkable pronouncement: "The ignorance and the misery of the lower orders, the loss of parents, or abandonment by them, the constancy and importance of daily toil amongst citizens of this class who live solely by the fruits of their industry; the dissipations of pleasure in the case of the rich, the distractions of vanity and

of ambition in the case of the nobles, the following of careers and the filling of public posts in the case of magistrates and men in power; the prejudices and errors almost universally adopted, and which are diametrically opposed to the true principles of education; the little consideration and the few advantages which the wearisome and difficult task of teaching brings to the teachers, and the eminence and extent of learning, virtue and talent demanded by the office—all these show us how little there is to hope, and how much to fear from private education."

La Scienza della Legislazione is one of the important books of its epoch. It was of it that Napoelon, when first Consul, said, "there is the master of all of us." And, in truth, Filangieri could still teach us much; for his remarks on physical education are of more practical importance than much that appears nowadays under the heading of gymnastics for schools. Much, no doubt, that Filangieri would have liked to see carried out has not been yet found feasible in any country. Perhaps for us it may be sufficient to know that England, after having for long maintained the principle of non-interference with regard to her secondary schools, recognises to-day that the state may be a more active factor on the side of progress than any isolated group of individuals, be they never so zealous. The introduction of this factor must make for the good of practical education.

For, all these centuries education has been anything but practical. In *The Stones of Venice* Ruskin has laid it down that a man, to succeed in life, should know three things. These are; firstly, where he is; secondly, where he wishes to go; thirdly, what he ought to do under any given set of circumstances. And he proceeds to shew how little

any system of education concerns itself about these questions, how miserably natural history is taught in all our Universities, and how little importance is attached, in education, to science in comparison with literature. Half a century has elapsed since Ruskin spoke, but education in England is still very largely where it was.

But that a revolution in educational ideals is working its way we may see from a careful study of America. In that country the older methods of European education have fallen into such discredit, that recently, in a discussion in some of the most important of the Reviews, men whose opinion must be accepted with respect have declared, that our schools, instead of being useful, are positively harmful, and they glorify rather those hard, practical heads which know the world, but not books, and know how to acquire for America that material wealth which is indispensable, if she is to become the intellectual and industrial mistress of the world. And in truth (from Franklin and Lincoln down to our own day) America is pre-eminently the home of self-taught, practical men. There is a tendency now in America to pity the subjects of European systems who are taught that the only true wisdom is to be found in books; whose masters and professors aspire only to the title of "men of letters," and who living in a state of aloofness from the world, are least of all qualified to make their students men of the world, or even to impart to them that physical courage, which, according to the Americans, is quite as useful as moral courage, and so necessary that the presence of no other quality can supply its want. In fine, they tell us that we occupy ourselves too much with mere learning, and neglect the two most important things, to wit, the formation of

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character, and the formation of habits of hard work. They regard our methods of family education also with disfavour. No doubt, the doctrine of evolution has changed for many in the United States as elsewhere the old standpoint. In England we are still so old-fashioned and still so attached to our national church that we know there is an express command against disobedience on the part of children. But the American child learns early to walk alone, and disobedience on his part is looked on as a necessary evil like measles. With regard to higher education the American is beginning to believe that the study of man in an ancient and foreign literature is useless and dangerous, and that to truly study mankind we must observe him in his relations with the society in which he lives. It would follow that all abstract, and philosophical study of the attributes, i.e., of man, such as the ancient philosophers delighted in, should be cast aside.

But that which constitutes the distinguishing principle of American education in comparison with modern European education is the unqualified alteration of the existence of pedagogy as a science and the keen prosecution of its study to practical results. In Europe the note is wavering and uncertain, and only a few years ago one of the ablest of French writers began an article on French national education with the words: *Je ne crois pas à la pédagogie*. In truth, the process of perfecting the human mind must be an arduous task, seeing that in the present universal zeal for knowledge there exists a doubt as to whether there is a science of teaching or no. Plato, among the ancients, had, indeed, noted that "the child is of all animals the most difficult to study." But the ancient Greek philosophers always admitted that man

was an animal capable of advancing towards perfection, and that that advance was to be obtained by working on his reason and on his habits. This admission clearly indicates the first principles of an educative science. In truth, Plato and Aristotle were the greatest educators humanity has ever had, and little progress has been yet made beyond the boundaries marked out by them. The leading questions of their day remain as problems yet to be solved. Such questions are the following: "In the development of mental qualities which is the prevailing factor—a man's physical nature or education?" And,—"In the guidance of the heart which acts more strongly, example and habit, or reason and morals?" "If nature is perverse can education change what is bad into what is good?"

It is true that pedagogics has had its own special difficulties to meet. For a long time it was impossible to separate the action of the physiological, or individual, environment from that social environment which constitutes, as it were, the atmosphere and the soil in which men grow. Environments are the business of legislators and moralists. The physiologist studies only the modifications of the body. Unfortunately, physiology possesses as yet but few certain facts that lend themselves to a synthesis, and by itself cannot form a foundation to the art of education. But pedagogy, to advance, must live in close touch with the experimental sciences. And they are enemies to progress who endeavour to prevent the transplanting of philosophy into that fertile soil where, long ago, in Greece, it yielded its first fruits. The capital mistake has been the conviction that a literary education was the essential condition for the development of philosophical thought. Instead, the great problems of contemporary philosophy are of

a scientific nature, and all our philosophical doctrines find their root in the study of nature. The teachings of Spencer have renewed all philosophical thought but it is only in America and Germany that they have been carried to a logical conclusion. Only there are to be found established, to any extent, as an essential basis of the faculty of philosophy, chairs of experimental psychology, and the results obtained from the new direction given thereby to pedagogic studies are so important that henceforth no one can hold a chair of philosophy in those countries who is not conversant with biology and experimental psychology. This is as it should be, for the resemblance which exists between bodily functions and those mental ones, such as are produced in various orders of organisms, shews that there is, to a greater or less degree, a community of processes. It is from the recognition of this community that two new sciences arose—general physiology and general psychology. But though more than half a century has elapsed since Spencer published his "Principles of Psychology" little has been done yet in England to put pedagogy on a scientific basis. The French with that perseverance which always distinguishes them when on the line of error, still keep to the old methods, and the defects of their educational system may be best shown in the language of Michelet: "Une education tellement artificielle, qui subtilise en nous l'esprit aux dépens des facultés actives, fait de chacun de nous une moitié d'homme, moitié spéculative, qui, pour faire l'homme complet, attend l'autre moitié, la moitié d'instinct et d'action." And in Russia, the two great glories of that country, Tourgueneff and Tolstoi, lament bitterly the manner in which they were instructed in youth. The American, on the other hand, is never weary of admiring and

praising the *labor improbus* which overcomes all obstacles, and no matter how wealthy he may be, he generally insists that his sons receive a practical training. One excellent innovation, it is true, was introduced into England shortly after the Crimean war, namely, the passion for games and sports. And though that passion has undoubtedly been carried to excess it is well to know that our "public schools are peculiarly adapted to serve as the nurseries of national pastimes."

That they may serve for much more practical things is the hope of those who have followed the recent discussions on the training and elevation of the general body of teachers. From the time-table upwards our schools are still medieval in despite of science. Nothing is more contrary to human nature than to keep children motionless on benches for three hours at a stretch, and command them to think. Children are irresistibly impelled to motion by their very nature. K. Gross, in a recent work on the pastimes of animals, tells us that they do not play because they are young, but that they are young because they play. Play is a physiological condition which operates in all animals and has no other scope than the putting to the test the strength of muscles and the speed of running or flying. It is that excess of energy which Schiller describes in his letters on the æsthetic education of men, and which he touches on so beautifully in verse in his address to the child.

Spiele, liebliche Unschuld! Noch ist Arkadien
um dich,
Und die freie Natur folgt nur dem fröhlichen
Trieb;
Noch erschafft sich die üppige Kraft erdichtete
Schränken,
Und dem willigen Muth fehlt noch die Pflicht
und der Zweck.

Of restless children (and most children are

such) the impatient remark is frequently made, that they have quicksilver in their veins. This figure has a profound significance for the student of physiology, and if the fully formed man is a more tranquil animal than the child, the cause must be a material and organic one. The memory, which stores up the spoken and written word, has its abode in the cells which set in motion the muscles of the face, body, hands, and legs. These psychomotor centres develop slowly in childhood, for the human brain, at the time of birth, is less perfect than that of newly born animals. The growth of the intellect proceeds *pari passu* with the gradual development of the structure of the brain. The intense activity of life in these cells, the abundant nourishment supplied to the nerve-centres have an irresistible tendency to extricate themselves in the motor functions of these same cells.

Hence the perfect rest which is necessary, for application to study produces a more intense reaction in the sphere of motion, and the greater excitability which follows mental work generates an involuntary restlessness in children. The breaks between session and session of a school day are so absolutely necessary, that the term recreation-hours was given to them, long before physiology taught that, in very truth, they created anew used up energies. Recreation is a fundamental condition of work as by its means we regenerate the psychical powers, give new staying-power to the brain, and calm the restlessness of the muscles. With a deeper knowledge of the physiology of sport we will understand better what that reflex activity of the nervous system is which agitates the young and impels them to act and move without other evident object. Nor does mental activity depend only on nutritive phenomena in the cells which

minister to thought and action. There is another mysterious agent given to us by heredity and by those instincts which we possess in common with the animals.

It follows that, though education may regulate and moderate the involuntary tendencies of human nature, it cannot suppress them altogether without hurt. Yet this is what the old-fashioned, unscientific systems of centuries have been doing. In the much-sought-after stillness of children in class two opposite and mutually destructive nervous actions, concur. State education of the future, as it will be an enlightened education, will in its official time-tables take into account this restlessness of children as a necessary condition of their life. To keep them motionless too long is to depress the functions of the muscular system, and the attempt at hypnotising them with silence is the cause of serious evils and of numberless defects which go far to ruin precious existences. Professor Angelo Mosso in an article entitled *L'arte di educare* in a recent number of the *Nuova Antologia* records some experiments of Lombard which are valuable to every student of the new pedagogy, in as much as they add additional testimony to what we know already of the importance of studying reflex movements. A vast field of practical child-psychology still remains untouched; when it has been gone through, our schools will probably be organized on a basis more suited to the relations existing between the physical and intellectual natures of our youth, and later ages will smile at the crudeness of nineteenth century systems, though they must, at the same time, acknowledge that the great ideas which generated later systems belong to the nineteenth century. The calculation of the velocity of propagation in a nerve-agent by Helmholtz as well as his analysis of

the sense of sight and of the sense of hearing may be reckoned among the discoveries destined to bear fruit. The demonstration by Max Müller that the science of language belongs to the province of natural science is another. There is, in truth, every means at hand to make the education of the future positive, as it has never been in the past.

G. P. LUNDY.

EDUCATION OF LOW CASTES IN THE FEUDATORY STATES OF THE CENTRAL PROVINCES.

The Chhattisgarh Division comprises 15 states, of which 11 are under the management of the Agency Inspector of Schools who is subordinate to the Political Agent. The remaining 4 states are Sakti, Makrai, Bamra and Kanker; the first two are under the Deputy Inspectors of Bilaspur and Hoshungabad respectively. Bamra has its own Director of Public Instruction and Kanker makes its own arrangements for inspection. The 11 states under the Agency Inspector have a total area and population of 25,725 and 1,734,133 respectively. There are 31 Secondary Schools and 282 Primary Schools making a total of 313 public institutions with 14,769 pupils in all. Of the large population of 1,734,133 shown above, it is estimated that about 3 lakhs belong to the low caste or aboriginal tribes, and out of a population of about 44,000 low caste children of school-going age only about 400 or 0.9 per cent. actually attend school, from which it may be inferred that education is undoubtedly in a lamentably backward state. It is evident that this backwardness is due not only to an aversion which the people have from education generally, but because the higher class of

natives in the feudatory states, like the Hindus, look down upon the aboriginal tribes, treating them as a depraved race with whom they cannot suffer their children to associate in any way. In fact, the very name of the aboriginal tribes is held in contempt by the higher class of people and is used by the latter among themselves as a mark of reproach signifying inferiority just as the Romans of old made use of the word "Plebeian." The instruction imparted in the few schools in existence is generally of a very elementary nature, embracing only reading and writing. Of course there is exception in the case of the Rajkumar College at Raipur which is a model institution where the instruction is thoroughly satisfactory, the general management of the college being under Mr. Oswell, the Principal, and a good staff of assistants. But it is in the interior of the states that education is not progressing as it should. The question, therefore, presents itself as to the advisability of properly organized schools being opened in some of the states such as Rajnandgaon, Khairagash, Kanardha and in the central states at Raigarh, as the population of children of school-going age in these places is very large indeed. In the Saranagarh state the population numbers 79,900, of which more than one-fifth belong to the low caste or aboriginal tribes. A school is in existence in this state at a village called Mudpur, but on account of the locality being very poor, the school is not quite prosperous. In this state the "Gandas," a depraved race sunk in ignorance and vice, number about 9,000. It would be a step in the right direction if a school were opened for these people who are apparently sufficiently numerous to support it. Rairakhol state has an area of 833 and a population of 26,888; a large number of

the inhabitants belong to the same tribe as that mentioned above. A school could be opened at this place if the resources of the state permit. Sonpur, Putna and Kalahani have a population of 169,877, 277,748 and 350,529 respectively, and the low castes in these places are not only more numerous than in any of the other states, but are more habitually addicted to crime. Schools might be opened in these three states at the headquarter towns or at convenient centres. Of course it will not be possible to open schools at once in all the states mentioned above, but a selection should be made of such states where the need for education is great and schools opened as an experimental measure at least. If the schools prove a success they could be gradually extended as funds permit. The chief point to be recognized is that it is absolutely necessary that the schools should, as far as possible, be free if they are expected to prove a success, for the inhabitants consist mostly of Gonds, Khonds, &c., who subsist solely by manual labour and are therefore not in a position to provide the means for the education of their children. There should also apparently be no distinction between one class of school and another in respect of caste, that is to say, *unrestricted* admission into schools should be observed. Separate schools for low caste people do not as a rule flourish, as proved by experience. An attempt was once made to open a separate school for Dhers, Mahars, and people of low caste in the Chanda District of the Central Provinces, but the result was far from satisfactory. The success of a school depends in a great measure upon skilful management and this lies in the hands of teachers. It is necessary therefore in the interests of a school that the teachers should be given every facility to do their work successfully.

Masters and mistresses of schools should be encouraged to persevere in their work by special remuneration if the strength and attendance of their school are found to be increasing satisfactorily. In the case of the opening of schools in the feudatory states the Local Government ought perhaps to seek the co-operation of missionaries in the management of the schools if they are opened. It will not be out of place to refer, as an instance, to the progress of these schools in Burma which are under the management of the American Baptist Missionaries. When these missionaries went to Burma they tried their hand first at converting the Burman, but this they found no easy task, for a Buddhist is by no means easily converted. There is, however, another class of low caste people in Burma called "Karen." There are two kinds of Karens, the Pwo-Karen and Sgan-Karen and their great stronghold is the Bassein District. In this district the American Baptist Missionaries started a few schools and as soon as they discovered that the Karens were looked down upon by the Burmans they began to devote most of their attention to their down-trodden race and now Karen converts are numbered by thousands, whole villages being often converted at a time. The Karen is now no longer a retiring villager nor is he looked down upon by the Burman as the dull ignoramus he would fain have him. There can be no doubt that by hard and honest work missionaries will soon be able to improve the lamentably backward state of education in the feudatory states, provided of course the means are placed at their disposal in the shape of substantial grants. The question of the improvement of education in the feudatory states is of paramount importance, for it will conduce to the

welfare of a large number of the inhabitants who are at present sunk in the grossest ignorance which only tends to produce misery and crime. The percentage of criminals to the population is proved by statistics to be greater in the feudatory states than in other parts of the Province. The only remedy to remove this evil lies in the improvement of education, for it is a significant fact that increase of education coincides with decrease in crime. If education progresses in the feudatory states the people will no doubt benefit materially by it, becoming honest, self-respecting and law-abiding citizens.

I. SEBASTIAN.

MADRAS CONVOCATION ADDRESS.

After admitting the various candidates to their respective degrees, the Chancellor, His Excellency Lord Ampthill, addressed them as follows:—

Graduates of the year,—I address myself to you and you alone. That which I am about to say is not intended for the public or the press, nor even for my fellow senators who are sitting around me. It is solely for those on whom I have this day had the pleasure and the privilege of conferring the degrees which they have won by their own perseverance and hard work. To-day is your day; this Convocation is a Convocation for conferring degrees and for no other purpose, and it seems to me that any remarks which were not entirely relevant to that purpose would be inappropriate and out of place on this occasion. I hope, therefore, that the members of this audience who have not come here to receive degrees will forgive me and will not be disappointed with me if I refrain from any allusion to those educational questions which form such a burning topic of the day. The by-laws and regulations of the University provide that on this occasion an "address shall be made to the candidates by a member of the Senate, appointed by the Chancellor, exhorting them to conduct them-

selves suitably unto the position to which, by the degree conferred upon them, they have attained." It is this duty which I have undertaken myself instead of delegating it to another member of the Senate. But seeing that there are many members of the Senate who by reason of their age, experience, ability and learning are far better fitted for the task than I can possibly be, it is incumbent on me to justify my action. It seemed to me then that my post as Chancellor of the University, which I hold by virtue of my office as Governor of the Presidency, imposed on me some obligation to show my personal interest in those on whom I yearly have the privilege of conferring degrees, and I was mindful of the fact that most of my predecessors have felt themselves similarly bound. Further, I felt certain that my fellow senators who have not yet had the privilege of addressing you would not grudge me one year out of the many in which I hope that they will have opportunities for doing so. And lastly, apart from any sense of duty, I felt a strong inclination to undertake this pleasant task. It is not that I am fond of public speaking; far from it; or that I consider myself at all competent to give you the advice which is appropriate at this moment, but because I wished to offer you my congratulations in person.

A YOUNG MAN'S ADVICE TO YOUNG MEN.

For two years past I have beheld this great assemblage of keen, hopeful, intelligent young men who have just set the seal on their academic career, and the spectacle has been one which filled me with enthusiasm. I have also visited many schools and colleges in the Presidency and seen the youth of Southern India engaged in the long-continued and arduous toil which leads up to this consummation. I am still young enough myself to feel an ardent sympathy with young men, to realise their hopes, their aspirations, their difficulties and their temptations, and to be keenly interested in all their pursuits. I have reflected how much the future of the country—the country which is occupying all my own

thought and energy—depends upon the young men I have seen, and I could not resist taking this opportunity of offering them a few words of sympathy, encouragement and advice. As this is my sole purpose, and as I have no desire to attempt that which is impossible to me by vying with those whose addresses in former years are recorded as monuments of erudition and literary grace, my words will be brief and I hope to the point.

Graduates of the year,—On behalf of the University I offer you a cordial welcome into our midst, and I congratulate you most heartily on the honourable position to which you have this day attained by your long and arduous toil. You have won that position in a fair field with no favour, in a struggle in which wealth and birth confer no privileges, and in which every man has to depend upon himself. To some of you, perhaps, the academic course has been one of easy transition from one stage to another, but to others no doubt it has been a time of strain, anxiety, self-denial and even personal privation,—privation of which their parents have borne the larger share. One and all of you have now reached a haven of security from which you may or may not set sail once more in quest of new fortunes and further conquests.

THE STEPPING STONE OF EDUCATION.

I will take it that there is not one among those here present who is so craven as to shrink from further toil, or so ignorant as to think that to-day he has completed his education and attained the summit of knowledge and culture. If such a one were present I should have nothing to say to him or my advice would be lost on him. I address myself therefore to a body of young men who realise that they have only done with one part of education and that they have yet to begin the other and more important part; young men who have been selected as fit recruits for the great army of educated citizens of the world and who have only this day been attested and sworn in; who have yet to go through the drill and

training which will fit them to take part in the battles of life as combatants in the foremost rank.

To put the matter in another way, you have to-day laid the foundation stone of learning and culture, and to all outward appearance, that is to say, so far as the University can judge, it is well and truly laid. You have now to raise an edifice on those foundations which will not be completed until the last days of your existence. If the foundations are really sound you will be able to erect a superstructure as lofty as your ambition has designed it, but if the first stones have not been truly laid or have been laid on bad soil the edifice will sooner or later collapse into ruin.

Now it is important to remember that the foundations of learning and culture are not so much that which you have learnt as the manner in which you have learnt it. You will probably find that in the course of your professional or official lives there is not the slightest practical use for most of the actual facts of knowledge which you have so laboriously acquired. You will soon forget such things as the dates of historical events or the problems of Euclid, and not find any occasion to regret the loss. But do not on this account think that your labour has been wasted. It is no more wasted than the unproductive toil of the soldier on the drill ground is wasted. As the soldier becomes fit to endure the hardships of a campaign and trained to obey in the turmoil of battle by performing exercises which are discontinued and forgotten as soon as his regiment marches out to war, so you have been fitting yourselves for your work in life by acquiring habits of method, accuracy and, above all, thought.

I am emphasizing this point because it has an important bearing on that which I am about to say to you, and which I will anticipate by saying that it is not so much what you do in life as how you do it that is of importance to yourselves and your fellow-men. All work is honourable and all professions are equally useful and necessary to regularly organised society. Every grade of

every profession or vocation is equally indispensable to the organised whole, and every man therefore has his opportunity of being serviceable and useful to mankind at large. In this then lies the meaning of the solemn promise you have made to advance and uphold, as far as in you lies, social order and the well-being of your fellow-men. To keep that promise it is unnecessary that you should have special opportunities or do prominent deeds. You can fulfil it by merely doing your duty faithfully and conscientiously in whatever station of life you may find yourselves. It is not for me to advise you as to the choice of a profession or indeed to offer you particular advice as to the manner in which you should conduct yourselves in any profession which you may choose. Your inclinations and attainments will guide you or have already guided you to the choice of a profession, and your conduct in it will be shaped according as you benefited or not by your education. It is to these ends that your education has been shaped thus far, and I may say that I am not one of those who sneer at the Indian student for regarding his degree primarily as the means of obtaining honourable employment. I hold that the first duty of every man who is worthy of the name is to earn his own living, and that those men who, owing to circumstances of rank and fortune, have not got to work for their bread are bound to devote themselves at once to the second duty, which is to labour for the good of their fellow-men. But the second duty also goes hand in hand with the first as I have already indicated, and it is to this that I shall now more particularly refer.

"DO THE WORK THAT'S NEAREST."

It is a very general delusion to suppose that nothing can be done for the good and advancement of the community unless it be done by great schemes, heroic reforms, or dealt with on a grand scale by Government. Nowhere is the delusion more widespread than in India, where it is to Government alone rather than to any popular initiative that all classes of the community look for assistance and improvement. It is said that Heaven helps those who help themselves, and if

this be the limitation of Divine Providence, how much more restricted must be the powers and opportunities of human rulers. Do you suppose that Great Britain would ever have attained to her present position of moral and material prosperity, if the fostering of natural development and the initiation and the prosecution of reforms had rested entirely with her rulers? Your knowledge of history must have made you aware that it is in spite of the backwardness and blunders of Government that Englishmen have prospered all over the world.

The popular imagination conceives the statesman dictating straight away the measures of reform which have emanated from his own inner consciousness. Nothing could be further from the truth. The greatest men in the world can do very little by their own individual efforts or without the aid of countless humble and obscure agents. The great scheme which is attributed to the individual genius of the statesman is due to the suggestions of thousands of unknown individuals; it is built up by the labour of hundreds of unknown writers and speakers; it is finished and elaborated by numerous unknown officials, and it is only the final supervision of all this imperceptible labour that is the part of the statesman. The architect to whom the whole credit is given for the design and erection of some superb edifice owes both of them to the assistance of countless other workers. For the design he uses the accumulated knowledge and experience of ages, and he is assisted in his drawings, measurements and calculations by numerous coadjutors, and for the erection he depends on the honesty and good work of even the humblest bricklayer and mason. Thus you see that every man has his share and his responsibility in the work of human progress. Every man is bound to lay his few bricks well and truly if the whole edifice is to grow up solid, permanent and beautiful. The solution of great social problems depends upon the multiplication of quite small centres of energy and influence; on nothing more than the honest and faithful performance

by each individual of his task in life, however small it may be.

"For knowledge is a steep which few may climb,"

While Duty is a path which all may tread. And if the soul of Life and thought be this,—How best to speed the mighty scheme, which still Fares onward day by day—the Life of the World, Which is the sum of petty lives,—how then shall each

Of that great multitude of faithful souls,
Who walk not on the heights, fulfil himself,
But by the duteous Life which looks not forth
Beyond its narrow sphere, and finds its work,
And works it out?—content—this done—to fall
And perish, if Fate will,—so the great scheme
Goes forward!"

I will not weary you by multiplying instances of what I mean; a few only will suffice. Even though there be nobody among you who is destined to write a great book, a book which will set men thinking all over the world and inspire them with ideas of things great, wonderful, and beautiful, yet there is not one among you who cannot in his own family circle and immediate surroundings turn thoughts and conversation to those things only which are lovely and good. There may or may not be among you a future Judge of the High Court, one who will interpret the law of the land, mete out broad-minded equity to litigants and unerring justice to evil-doers, but every one of you can with tact and discretion compose disputes in his own family and bring prudent counsels to bear on the differences of his friends and neighbours. Even though there may be no one among you who is destined to become the pioneer and exponent of some great scheme of reform, say of educational reform, yet it lies within the power of every one of you to do something in that direction by seeing to the education of his own children and those of his poorer neighbours and dependants. And when I say children, I mean daughters as well as sons, for the daughters will be the mothers of the future generation and will transmit to it, under the natural law of

heredity, their mental as well as their physical qualities.

GRADUATES' DUTY TO THE UNIVERSITY.

So much then for your duties to yourselves and to your fellow-men. They are merely the duties of every citizen of the world, but you as men of culture have this day taken a special pledge to fulfil them, a pledge which you are bound to observe. I must now refer to your duty towards the University to which you have just been admitted. You have sincerely promised and declared before this great assemblage that you will in your daily life and conversation conduct yourselves as becomes members of this University. Here, again, it is nothing difficult or extraordinary that you have undertaken. I would sum up your duty in this respect by saying that it is nothing more than to behave as gentlemen. There is nothing which is so easy to recognise or so hard to define as a gentleman. It is neither birth nor culture, it is certainly not wealth, which furnishes an exclusive definition. Not even birth, culture and wealth combined will necessarily produce a gentleman. But while it is difficult, almost impossible, to describe or define a gentleman, there can be no mistake about one when you come across him. Even the untutored savage can tell who is a gentleman, and I have often been assured that this is so by friends of mine whose lot has been cast in such places as the wilds of West Africa. The ignorant coolie of this country knows well the difference between the "pukka sahib" and him who is only "cutcha." If this is so then surely you will need no explanation or definition from me. The distinction depends on such qualities as self-control, moderation, forbearance, consideration, courtesy and a high ideal of duty. I say then, behave as gentlemen, and you will be conducting yourselves as becomes members of this University. The degrees which you have received are the hall-marks of gentlemen; see that you do not betray or falsify those marks. Remember each of you that it is not only your own personal reputation

that is at stake, but also the reputation of the University. If your degrees have a commercial value—and I see no shame in admitting that they have—keep up the reputation of the firm by taking care that every single article of goods is genuine and of the right quality. Although you have no ancient traditions to maintain and to act up to, you have the noble and inspiring duty of building up such traditions. Although the corporate existence of your University is not yet cemented by the many close ties which form the glory and the reputation of the older Universities of Europe, these things will all come in due course. See that you further these ends to the best of your ability, so that the time may come when to be a Madras University man will be a sure passport to the society of men of culture, standing and influence all over the world.

TRUE JUDGMENT AND SOUND OBSERVATION.

Lastly, you have promised that you will, to the utmost of your opportunity and ability, support and promote the cause of morality and sound learning. This duty also is intimately bound up with the other two and it is equally simple to perform. It is not necessary or expected of you that you should each and every one preach, lecture or write. These things are only for those who have the inclination, the talent, and the opportunity to do them. For the rest of you your duty is plain and simple. It is merely to lead virtuous, intelligent, and well-regulated lives and thus to set an example to your immediate surroundings. Neglect no opportunity of adding to the store of your own knowledge and of imparting your culture to others. Let me give you an instance of what I mean, as generalities are poor guides of conduct. When you have dispersed from here and gone into the world to take up your several avocations in life, you will naturally join Clubs and Societies in the places where your lot in life may be cast, read the newspapers and magazines, discuss public affairs and spread your ideas amongst the people with whom you come in contact. Herein you

have great collective opportunities and grave collective responsibilities in which every one of you has his distinct individual share. See then that your judgments are true and that the views which you disseminate are sound. Observe things for yourselves and prove things for yourselves instead of accepting as gospel truth anything that you hear said or see in print. In so doing lies the test of true culture and the sure way of spreading it. The great Apostle of Christianity, St. Paul, said "Prove all things; hold fast that which is good."

ART AND TRAVEL.

There are two things which I should like to recommend in particular to the young men of Southern India, as means of increasing and spreading culture. The first is art and the second is travel, for as regards both of these things it seems to me that you have still much to learn. I shall not enlarge on the advantages of art and travel as they are subjects by themselves. Suffice it to say that some form of art should be the hobby of every cultured man, the whetstone on which he keeps his intellect keen, the pastime of his leisure moments, the ever-ready relaxation of his jaded faculties and the pleasant medium of social intercourse with his intellectual equals. As regards travel I will only remind you of the sayings of two great philosophers. "Travel," said Francis Bacon, "travel, in the younger sort, is a part of education; in the elder, a part of experience." And again Dr. Johnson observed that "The use of travelling is to regulate imagination by reality and instead of thinking how things may be, to see them as they are." Now travelling costs both time and money, and I am afraid that there are few of you who have much to spare of either, but to gain the advantages of travel it is not at all necessary that you should go far or spend much. The thing is to get out of the narrow groove into which you must necessarily relapse if you always live and work in the same place. New scenes engender new ideas, and I strongly advise you to seize any little opportunity

you may have to wander to some place where you can rest your minds by contemplating the beauties of nature or the works of man according as your inclinations prompt you. To the dweller in cities it is rest and refreshment merely to pass an idle week in some rural spot, while the man whose lot is cast in lonely places undoubtedly benefits by seeing the fuller life of great cities.

GRADUATES AND GOVERNMENT.

Those who have addressed the graduates of the year at former Convocations have always offered them some particular advice from their own personal point of view either as teachers, as scientists, as professional men or as officials, and I therefore claim my right to speak to you from my point of view as head of the Government. I have pointed out to you how in the years to come the opinions which you form from your study of public affairs will stand for the public opinion of the day and how it rests with you, the educated men of the rising generation, to mould the opinions of those who have not had your advantages. I wish to impress on you once more how great are your opportunities in this respect and how important are your duties and responsibilities.

The press and the platform are constantly resounding with carping criticisms and angry denunciations of every thing that the Government of India has done, is doing, or is about to do. These writers whose personal insignificance is cloaked by anonymity, and these speakers who, in spite of their self-confidence, have never won such esteem as to be entrusted with the administration of any great affairs, would have you believe that they alone are sound judges of public policy, that they alone know what is best for the people and that they alone are the "true friends of India." Now all I ask of you is to pause before you join hand and glove with the faction of discontent, to think for yourselves before you accept the opinions of those who talk rather than the opinions of those who act, to reflect long before you ascribe illiberal motives to those in authority. It is not peculiar to India, this proneness to regard Govern-

ment and the officers of Government as ungenerous, oppressive, and unintelligent. Everywhere in the world there are men who abuse the powers that be if they do not at once obtain compliance with their demands and concurrence in their views. It is merely the child-like part of human nature which resents authority, which desires that which is forbidden and which does not discern the reasons for parental restrictions. But do you be careful not to rush blindly into this error, guard yourselves against assuming that a measure is wrong because you can see no good in it and right because you see no harm in it. There may be other sides to the question which you are not able to discern. It may even be that you are mistaken in your opinion. Who are more likely to know what is possible having regard to all the circumstances, and what is best with due consideration for the welfare of all? The men whose sole and entire work in life it is to deal with the administration of Government in all grades of the public service, or the men who make criticism of Government a pastime for their leisure hours or means of personal gain? Who are most likely to have the welfare of the people sincerely at heart? The men who work without notoriety or the men who talk with notoriety? The men whose whole habit of life it is to seek for amendment and improvement in every little detail of the administrative affairs with which they deal every day, or the men who cram up a hasty and imperfect acquaintance with those details for the purpose of a speech or a magazine article proposing sweeping changes? Criticism to be valuable should be well informed, trustworthy and charitable; virulent misrepresentation is not criticism any more than servile adulation, and what passes so frequently for criticism nowadays, not only in this country but elsewhere, merely defeats its own object by its inaccuracy, dishonesty, and intemperance.

It may attract some people by its brilliance, prove more lucrative to the journalist or serve better the selfish purposes of the agitator, but to

the great majority of moderate thoughtful men it is repellent and, to those entrusted with the administration of affairs, worse than useless. Therefore, when you come to play the part of critics yourselves, a part which every good citizen can lawfully and usefully play, take care that your criticisms are founded on a true and complete version of the facts, that your opinions are expressed with moderation and that your judgments are fair and generous. And when you are urged to consider yourselves illused because the concessions which you demand are not immediately granted to you, do not forget the incalculable benefits which British rule has already bestowed on this country. Remember what long centuries it took England to gain for herself all that she has bestowed on you during the past century, remember that England has given you free of cost all those advantages of civil and religious liberty, just laws, security of person and property and a hundred other blessings which she only obtained for herself at the cost of much bloodshed, strife, and tribulation.

I exhort you, therefore, to be patient and trusting as children towards their parents. Is it likely that the mother, who has done so much for her children in their early years, will turn against them as they grow up to maturity? All fitting things will come to you in due course if you are only patient, trusting, and self-reliant. If you and the likes of you throughout this vast dominion will in your daily lives act up to the spirit of the solemn promises you have made this day, there need be no misgiving as to the future of India. Strange it would be if a land of vast undeveloped resources, with a rising generation of innate intelligence and increasing knowledge, with unique opportunities for blending the different good qualities which characterise the people of the East and the people of the West,—strange it would be if such a land had already reached the zenith of moral and material prosperity. And like as the builders of the wondrous Taj, laying course after course of fair marble on the plain

broad basement, can have had little or no conception of the perfect harmony and beauty of the superstructure which after many years of toil and suffering was eventually to arise thereon, with all its charm and variety of dome, minaret and cupola, blending into a perfect whole, so I am convinced that the future of India is greater than any of us here can foretell, and that you and I and every one who is discharging his ordinary daily avocations are builders, each laying a few bricks of an edifice, the grand design of which is only known to the Supreme Creator of the Universe. And now farewell, and may good fortune attend you in all your honest, intelligent and lawful undertakings.

THE VICEROY ON EDUCATION.

In his speech at the conclusion of the Budget Debate in the Supreme Legislative Council His Excellency made the following remarks:—

As to the work that still lies before us, it falls under eight headings, concerning each of which I have a few words to say. It must not be thought that the order in which I happen to name them is the order of their importance; all are equally important, and all are simultaneously being taken up. Neither must it be thought, when I speak of them in the future, that we are now about to start work upon any of them for the first time. Throughout the past four years there is not one among them that has not been almost continuously under our notice. In every case we have reached an advanced stage of enquiry and, in some cases, of action, and it only remains for us to carry these proceedings to the final stage and to present to the Secretary of State and to the country the bases of a definite policy to be consistently pursued in the future.

The first of these is Education. Do not let any one suppose that in any aspect of education we shrink from the duty that we have undertaken, which is that of formulating for the country a revised scheme of education in all its branches:

University, Secondary, Primary, Technical, and Commercial; but we must postulate a little patience and ask for a little time. The proposals are so multiform, the needs so different, the guidance that we receive from the public so perplexing, that sometimes one scarcely sees light through the trunks of the trees.

The subject of education, however, and particularly of University education in India, illustrates very forcibly what I said a little while back. More than a year and a half ago I presided over a Conference of leading educational authorities, official and unofficial, at Simla, in order to assure myself of the trend of expert knowledge and opinion on these subjects. I remember at that time that the prevailing apprehension was lest the Government should suddenly spring a new educational policy without giving to the interested parties an opportunity of having their say, and that the Simla decrees would be issued as a mandate to the nation. Nobody I may say ever entertained such a notion in the Government itself. On the contrary we meant from the start to give to the qualified public the fullest opportunity for expressing its views. Accordingly we appointed a Commission under my Hon'ble colleague, Mr. Raleigh, to examine into the question of the Universities, and we consulted the Local Governments upon every other feature of our plan. Since then the public has had the best part of a year in which to expend its energies upon discussion—an opportunity by which none can say that it has not profited.

Whether Government has profited equally by these proceedings is open to doubt, for I observe that whereas a year and a half ago everyone was agreed that education in India was most urgently in need of reform, that it had got entirely into the wrong groove and was going steadily downhill, dispensing an imperfect education through imperfect instruments to imperfect products with imperfect results—a great many of the interested parties now meet together and proclaim in injured tones that they stand in no need of reformation at all. Now let me say at once that this is

not good business. I lay down as an absolute and unassailable proposition that our educational systems in India are faulty in the extreme and that, unless they are reformed, posterity will reproach us for the lost opportunity for generations to come. I remind the public that that proposition was most cordially endorsed by every shade of opinion one and a half years ago. Since then we have shown a consideration for the interests of all concerned and a reluctance to act with precipitation that have been pushed almost to extremes and have exposed us to the charge of timidity and irresolution. My object throughout has been to carry the public with us in our reforms and to base them upon the popular assent. I am still hopeful that better counsels will prevail, and I shall spare no effort to attain this result. But if every reform proposed is to be overwhelmed with obloquy and criticism because it touches some vested interest or affects some individual concern; if change of any kind is to be prescribed merely because it is change; if the appetite for reform so strong two years ago has now entirely died down, then I must point out that the educated community will have forfeited the greatest chance ever presented to them of assisting the Government to place the future education of this country upon a better footing, and Government will be left to pursue its task alone. I should be most reluctant to be driven to this course. I want to reform education in India (I will not say *omnium consensu*, because that may be an impossible aspiration) with the good will and assent of reasonable and experienced men, and I have a right to ask that, in so far as they are dissatisfied with the *status quo*, they shall render our course not more difficult but more easy.

I am well aware that University education does not exhaust the field or the requirements of education in this country. There are many other aspects of the problem scarcely less important which we also have under examination—Secondary education in the High Schools leading up to

the Colleges; Primary education or the education of the masses in the vernacular; Commercial education or the provision of a training that shall qualify young men for a business career; Agricultural education, a practical as well as a theoretical instruction in the staple industry of the country; Technical and industrial education, or the application of scientific methods and principles to the practice of national industries and handicrafts—all of these have come under review, and we are little by little shaping the principles that will presently form the basis of a policy and a programme. I would only say to the public—do not be impatient and do not be censorious. Do not impute dark conspiracies or assume that all the misguided men in the country are inside the Government and all the enlightened outside it. What could be easier than for Government not to have taken up educational reform at all or even now to drop it altogether? All the wild talk about killing higher education and putting education under the heel of Government merely obscures the issue and paralyses action. Surely there are enough of us on both sides who care for education for its own sake, who are thinking not of triumphs but of the future of unborn generations to combine together and carry the requisite changes through. I cannot imagine a worse reflection upon the educated classes in India or a more crushing condemnation of the training that we have given them than that they should band themselves together to stereotype existing conditions, or to defeat the first genuine reform that has been made for a quarter of a century. I agree with the Hon'ble Mr. Gokhale that education is one of the most solemn duties of the State. But the State, I venture to point out, is the aggregate of its own citizens and not a mere governing organisation alone, and in the latter capacity the State cannot discharge its educational responsibility without the cordial co-operation of the community at large.

Before I leave the subject of education I will only add one word upon the subject of scientific re-

search. This, of course, is the apex of educational advancement, and in re-laying the foundation nothing would give the Government greater pleasure than to contribute to the possibility of aiding the crown. I hope that Mr. Tata's splendid benefaction will shortly take practical shape. I have seen all sorts of assertions that it has languished for want of sympathy in official quarters. There is not an atom of truth in this insinuation, and when the history is published, as it shortly will be, no further misapprehension need arise. On the contrary I hope that the scheme may then move rapidly towards realization.

OUR ENGLISH LETTER.

CAMBRIDGE, March 1903.

The conflagration of the star in Perseus, which caused such excitement a week or two ago not only (as is probable) in its immediate neighbourhood, but also in the comparatively unaffected sphere of the solar system, really took place, we are told, at least a century ago. If then we were to send a 'Reuter' to other parts of the universe, informing them of the catastrophe, they might justly retort that the news was stale. Nay, it is conceivable that an astronomic prophet in this world might even anticipate such a phenomenon after it had happened.

This excursion into the lunar theory may seem irrelevant; but it is inspired by the consideration of my own position with regard to the London Education Bill. This Bill will be introduced next week; the news of it will precede this letter; and were I to prophesy about its provisions, the prophecy (though doubtless remarkably accurate) would seem but a lame attempt at prophetic history to you in India. I feel therefore at liberty to say very little about the probable character of the Bill.

Expert opinion, with a notable exception to be mentioned shortly, is in favour of making the London County Council, acting through a committee, the 'authority.' Many, of course, admittedly

put forth this view as a *pis aller*; they assume that the Government is determined to destroy the School Board, and they regard the County Council as the least objectionable of the substitutes. Such men would unquestionably support a proposal for retaining the Board, could they find any reasonable prospect of success, and it seems likely that a responsible and influentially supported proposal will be made. Consider the immense addition to the work of an already over-worked county council that such a scheme as the first-mentioned would involve. The London School Board—I take the figures on the authority of Dr. Macnamara—has 55 members, who meet for business on an average five hours a week. Their work is divided out to seven committees and several sub-committees. They supervise 1,418 school departments, 536,000 children, 13,519 teachers. There are 251 groups for local management, with 2,000 members. At the central office on the embankment there are 560 servants of all grades, apart from 700 inspectors. Besides this, there are 220,000 children in the Voluntary schools; and, further, there is all the work, secondary, technical, and continuation, the care of which has been taken from the Board by the Cockerton decision. To give this enormous work to the County Council would be either to ruin it or—a thing the Government is supposed to dislike intensely—indeinitely to strengthen it. At one swoop it would be given the control of at least five millions of additional public money. Compared with such a question as this, the South African question itself sinks into insignificance.

On grounds like these, the meeting of the National Union of Teachers held the other day, a meeting more largely attended than any preceding one, unanimously passed a resolution to the effect that 'all public education in London, primary and higher, should be placed under the control of a directly elected Board of Education, devoting itself exclusively to purposes of educational administration.' What adds to the significance of this fact is that the National Union, consisting of 50,000 members, is an entirely a

non-political body. The resolution was moved by Dr. Macnamara, a Liberal; seconded by Mr. Yoxall, a Liberal, and supported by Mr. E. Gray, a Conservative; and the meeting was attended by members of the present Board, of all parties.

At present, however—I speak with all reserve—the general opinion seems to be that Mr. Long's Water-Board scheme, repudiated as it is by all shades of expert opinion, and supported only by the official Tories, holds the field. It is even whispered that Mr. Long is to have the responsibility of piloting the Bill through the House of Commons. Very likely both these anticipations will be falsified by the event; and one thing is certain, that if Mr. Long, judging by the ease with which he passed his Water Bill at the end of a jaded session, expects an easy passage for this Bill, he will receive a rude awakening. The rank and file of the Liberals, regarding the School Board as one of the few efficient agencies in the country, conceive that none of the pretexts for destroying the country Boards apply in this case; they will force the hand of their official leaders; they will be encouraged by the obvious and increasing loss of prestige which the Government is daily suffering; and they will, in spite of their defeat last session, oppose the Bill to the death, with fully as much zeal as they showed in opposing that of last year. And here my vaticinations must cease: for there is yet a week in which the Government may again change its mind.

After the long list of deaths I gave last month it is sad to have to record another. This is one which should be of particular interest to India—that of Professor Edward Cowell. Born in 1826, he was educated at Ipswich School. At the age of fifteen, falling in with some of the works of Sir William Jones, he began the study of Persian, and acquired the passion for oriental studies which never left him, and which he knew so well how to communicate to others. At an early age he left school and went into his father's business as a corn-merchant; but his life soon underwent a romantic change. A lady twenty years his senior, formed an attachment to him. In 1847

they married; and she, having considerable means, defrayed the expenses of his course at Oxford. In 1854 he took his degree; a first-class in Classics, from Magdalen College. He had already, through Bernard Barton, the Quaker poet, made the acquaintance of Edward Fitzgerald, who owed to him the knowledge of Persian which produced the ever-famous 'Rubaiyyat of Omar Khayyam.' In 1856 Cowell became a Professor in the Presidency College at Calcutta, and after serving as a volunteer in the great Mutiny became Principal of the Government Sanskrit College, a position he held till the health of his wife obliged him in 1864 to return to England. In 1867 he was chosen the first Professor of Sanskrit in Cambridge, and held his post till his death.

I have known several pupils of Professor Cowell; and their unanimous testimony proclaims him as one of the greatest of teachers. His knowledge, which he was always increasing, was immense; and his willingness to impart it was even greater. But the influence of his character was greater still. Extraordinarily modest and retiring, he was nevertheless one of the great powers in Cambridge. Scores who never knew him except by sight were struck by the serene beauty of his face, 'the marble image of a mind for ever voyaging through seas of thought'; and those who had the privilege of knowing him found his life accurately reflected by his external appearance. His marriage, so romantic in its origin, was the source of fifty years of uninterrupted happiness to him; and few men indeed can have lived a serener, a more peaceful, or a more useful life. His name will be for ever linked with that of his great and eccentric friend Fitz-Gerald; but he deserves to be remembered for himself alone.

Persons outside Cambridge often find it difficult to distinguish between a Readership and a Professorship; and indeed, as far as erudition goes, the distinction is slight. But in emolument it is often great. Some of the Readers receive less than the man who mows the lawn in front of the Senate House, where

the Professors, by an arrangement between the colleges and the University, receive the position of Fellows of Colleges, and thus eke out their incomes. Professor Bury, for example, is *ipso facto* a Fellow of King's. But the unhappy Reader has often nothing beyond the fifty pounds a year which the grateful University gives him. When other resources fail, he has to go elsewhere. This has, alas! been the case with Dr. Rendel Harris, Reader in Palæography, and a man of European reputation. Since his Fellowship at Clare expires in a year, he has to seek employment elsewhere; and he will carry his vast knowledge and great influence to Birmingham. He has, fortunately, completed his work on the Codex Bezae; and it is to be hoped he will be able to go on with his labours—labours which he alone in England is competent to perform.

It seems likely that Mr. Lloyd George's scheme for working the Education Bill in Wales will succeed. This plan, as I mentioned in my last letter, is as follows. The County Councils, on condition that the Voluntary Schools relax the severity of their regulations and alter the constitution of their managing bodies, offers to take over the schools and thus make them 'provided.' The Welsh laity, headed by Lord Kenyon, and some clergymen, like the Vicar of Swansea (the Rev. Talbot Rice) have already agreed. What the clergy will do remains to be seen; but if they are wise they will accept the offer; for, if they refuse they will have first, to engage in a desperate struggle with the councils, and, secondly, to find a quarter of a million pounds in order to render their schools 'efficient' enough to receive the benefit of the Act.

CONTEMPORARY EDUCATIONAL PERIODICALS.

1. INDIAN.

In the March number of *The Indian Review*, the place of honour is given to a paper by Mr. Stanley P. Rice, I.C.S., on "The Higher Education," which we mention elsewhere. Mr. Rice advocates the establishment of a few National

Colleges in India. Mr. Natesan, the editor, criticises adversely Lord Ampthill's Convocation Address. Pundit Sitanath Tattvabushan contributes the first instalment of a thoughtful and lucid exposition of the Philosophy of Sri Sankaracharya.

In *Indian Education* (April) "Education in England" by 'Oxonensis' takes the place of Mr. Yoxall's contribution. An anonymous writer deals with 'The Position of Euclid,' 'Method' writes on 'The Teaching of Geography,' and Mr. Jesse continues his 'Geographical Notes.'

Among the Notes of the month in *The Madras Christian College Magazine* we read:—"It is by no means certain that any advantage to this University will result from the Commission that will compensate for the loss of time that the discussion of its Report has necessitated and the hindrance to its steady progress which it has caused.....It cannot be overlooked that the Commission's Report in some matters suggested remedies which were worse than the disease, and that though the Government of India by its letter has shown, that it has its doubts about these prescriptions, there has been created apprehension, which may have led (other) universities to prefer a gradual reform by themselves of the present system to any change carried out by the Government as a result of the Commission. Lord Curzon announces his determination to carry his University reforms through with or against current public opinion. It is to be hoped that his "reforms" will be framed with discrimination; for there are few, if any, among the recommendations of the Commission which the Senate has disapproved that it would be worth while to force upon the Madras University at any rate."

We take the following from *The Englishman* :—

"The Government of Assam has discovered a fact which we pointed out a few months ago and that is that the figures printed in Educational Reports as to the extent of literacy in the Province do not tally with the results shown in the Census. In other words, the proportion of

literate in the vernacular is much smaller than educational statistics have led us to believe. We have always said that natives do not want to be taught in their own language. It is a knowledge of English they seek. Hence the persistent and steady decline in the number of vernacular scholars and schools in all parts of India. But the educational authorities refuse to believe that vernacular education is unpopular and we, accordingly, find them spending large sums of money for increasing what they are pleased to call the efficiency of lower primary schools. A new Resolution by the Assam Government confesses that a considerable number of boys in village schools learn little or nothing. Some time ago in order to induce them to learn a little more the ingenious idea of abolishing public examinations was put into practice. Naturally the result was very different. The reform now proposed is to take such steps in the way of increasing capitation grants and so on as will increase the average emoluments of village schoolmasters by about 45 per cent. Those who have some knowledge of what a village school really is will not hesitate to say that the reform will not in any way induce the agriculturist to waste the time of his children in sending them to schools where the vernaculars only are taught. In fact the scheme is a mere waste of money. Village schoolmasters are, no doubt, underpaid, but to increase their pay will not in any way popularise a system of education that the people do not want.

The March number of *The Malabar Quarterly Review* is to hand. It opens a new volume and is full of interesting reading. We do not however appreciate the tone or the style of Mr. G. Paramaswaran Pillay's article on 'A Trip to Travancore.' Ethnology and Linguistics are well represented.

II. BRITISH AND FOREIGN.

The Journal of Education.

What will the London Bill be like? ask the *Journal of Education* "Occasional Notes." On financial grounds it is impossible in spite of the

School Board's splendid record of good work that the Government will seriously entertain the proposal of an *ad hoc* body; precedent and the principle that education is a proper municipal function argue against a "Water Board" Bill; there is a third alternative to these plans. "To make the County Council the ultimate authority for education in London would satisfy the reasonable demand that the authority should be directly responsible to the rate-payers. That the Council should delegate its powers to a Committee formed by scheme would secure that the Education Authority should have leisure for its work. To entrust the whole routine work of administering elementary education to Borough Committees would satisfy the demands of the smaller municipal bodies for a share in the work." The Notes also contain some further advocacy of the system, first outlined last month, of a Joint Consultative Committee in each educational area throughout the kingdom.

"Recognised" as applied to schools under the Board of Education Act of 1899 is, the *Journal of Education* warns the public, "for them a word of little meaning": it only denotes that a school is not so obviously defective in equipment, organisation, and curriculum that it is not possible for a teacher to gain experience therein. Several too of the schools that have been recognised by the Board have received a warning that the recognition will not be renewed. This remark is suggested, our contemporary continues, by the prospectus of a private school which has been brought to its notice with the bold advertisement "Inspected and recognised by the Board of Education." An application was recently received by the Board from the proprietors of a school, asking for a prompt inspection on the ground that they were negotiating the sale of the school, and that recognition would raise the market-price.

"Preparatory Departments in Secondary Schools" is a reprint of a paper read by the Rev. C. F. A. Wimberley at the I. A. A. M. annual meeting. To have boys of widely differing ages

in one school is, the writer points out, an evil that is often unavoidable. In such schools great discrimination is required to see that the physical, intellectual, and moral condition of the very young does not suffer from conditions of exercise, diet, school hours, and discipline laid down primarily for elder boys. Under any adequate system of the training of teachers, Mr. Wimberley concludes, all these points must inevitably be brought to the front. It is much to be desired, he holds, that men should be compelled to "specialise" in preparatory work, as they already do and will do more frequently in other departments of school work. Miss M. Sellers' article on "Girls' Secondary Education in Queensland" is in part a personal record and statement of unpleasant relations with authorities; incidentally she gives future aspirants after colonial engagements very strong advice to exercise great care in getting their contracts drawn up in formal and legal style.

In the *Journal of Education* leading article Mr. A. Darroch undertakes a critical examination of the Herbartian psychology and ethics with a view to determining the value of the theory as a basis for the deduction of educational principles. The paper is explicitly a reply to one by Dr. F. H. Hayward in the January issue maintaining the claims of Herbartianism "as the only possible theory of education and the only system which can yield a body of sound practical principles for the guidance of the teacher," to quote the critic. Mr. Darroch objects that "Herbartianism makes instruction the be-all and the end-all of education and cannot do otherwise until it rejects the basis on which it is founded" and that "the educational maxims deduced from the theory reduce themselves to two: (1) find out the ideas which the child already possesses, and (2) then present those which can be readily assimilated with the previously existing store."

The School World.

Sir O. Lodge's chapter in "Very Elementary Arithmetic," on the first page of the March

number does not require a skilled mathematician to appreciate its point. It consists of (1) an attack on the "rule of three" method for dealing with sums in simple proportion, and (2) an appeal to the teacher to bring home to the child the fact that the rule of three does not always work. Sir O. Lodge suggests some amusing problems that might be used for this purpose, e.g., 'A boy slides 20 yards with an initial run of 10 feet. What initial run would enable him to slide half a mile?—If two peacocks can waken one man, how many can waken six?—If a camel can stand a load of 5 cwt. for six hours, for how long could he stand a load of ten tons?'

"Levels and Contour-Lines" by Mr. A. M. Davies, B.Sc., is a lucid description of how with the aid of a reflecting level and ordnance survey map the school boy may be taught by means of actual field-work to determine the contour of a locality for himself. Mr. C. S. Fearenside gives teachers useful hints as to books for themselves and their classes in preparation for the Cambridge Local "British History" period for 1903. Miss Turner describes the blackboards and other similar paraphernalia required in a girls' secondary school. The Rev. P. W. Unwin of Cheltenham (where all forms from the Remove to the Upper VI. spend two hours a week with compass and rule) writes at length on the subject (now exciting much attention) of "Geometrical Drawing in Relation to Mathematical Teaching."

The *School World* article on the Association of Head Mistresses traces the growth of the movement, enumerates its leading spirits, and catalogues some of its many activities. In "A Systematic study of Shakespeare in Schools" Miss E. S. Thorn lays down the lines of a method at once pleasant and profitable, e.g., "Pari passu with the study of a play should proceed the study of the times of Shakespeare" . . . "In every form there should be a certain amount of essay-writing, not too frequent, but sufficient to prove an incentive to the pupils to think out things for themselves," and so on. Mr. De V. Payen.

Payne welcomes the spread of the *viva-voce* examination in modern languages, and supplies a useful column of the commonest errors made by pupils in pronouncing French.

Educational Times.

In the March number the working of the *Education Act* is very much to the fore. There is a long report of a paper by Dr. Wormell on the measure and its probable influence on private schools, on public secondary schools, and generally; and the same topic is treated in a leading article. The College of Preceptors authorities seemed inclined to accept the Act in a spirit of friendliness, and with a determination to string private institutions up to the required standard of efficiency; but they ask, and in no despondent mood, that there should be no official discouragement of their activity or restriction of their freedom. The short leading article in which the principles, methods, and aims of the college plan for the inspection of schools are laid down is also full of interest.

The Practical Teacher.

The following note is taken from this month's *Practical Teacher*. "A striking new departure is discussed by Dr. Caze in the *Revue* of last month. Henceforth, according to Dr. Caze, American schools are to be provided with a number of instruments by which the teacher will be able to measure the mental capacity of his pupils. Henceforth, 'teaching will become an intellectual mechanism cunningly regulated and controlled by a series of manometers which will indicate the elastic force of the intelligence' of each pupil. Therefore, you see, the instruction to be imparted will be regulated impartially according to the measurement by the manometer of the dose of ideas each pupil is able to receive.' It sounds very fine and learned, but is such an array of instruments a necessity? Suppose one of them should get out of order and indicate a larger receptivity than the pupil really possesses. We should then have overpressure of a new kind, or at least due to a new cause. Instead of plead-

ing examinations as an excuse for pressure of work, we shall expect to hear that 'someone has been playing tricks with the manometer.' We have all had to face dictation, spelling, and arithmetic; but the unlucky young American of the future will have to face the algometer, the palatograph, the labiograph, the glossograph, the goniometer, the myograph, the ergograph, and goodness knows how more metres and graphs. Will the result be any better?"

We take the following from a recent issue of *The Westminster Gazette*—The articles published on January 1 and March 12 in *Nature* on "The University in the Modern State" are melancholy reading to those of us who are ever lamenting that the British Government is indifferent to the real sources of national brain-power. The total contribution of the State to our Universities and colleges amounts to a pitiful £155,000 per annum. This sum is less than the State endowment of one of the twenty-two German Universities ten years ago. Their annual grant in 1891-2 was £335,581, with an extraordinary expenditure provided for of £60,099. It is needless to say that these endowments have been largely increased within the last ten years by statesmen who are as anxious for the scientific supremacy of their country as we appear to be for the establishment of our six Army Corps. But the analogy is not complete, for our Army Corps are non-existent, while the German Universities are making their influence felt the wide world over. Nor is Germany our only competitor. The main object of the trust deed by which Mr. Carnegie endowed with ten million dollars a Research Institute at Washington was "to secure for the United States of America leadership in the domain of discovery and the utilisation of new forces for the benefit of man." That is the ideal placed before himself by a citizen of the great Republic. How long shall we be before we see such splendid, such patriotic sanity on the part of a British millionaire? Can nothing fire us to challenge that "supremacy in science comparable to the supremacy of England

at sea," ascribed to our Teutonic rivals by Ferdinand Lot, who, as the writer in *Nature* justly observes, is one of the most distinguished educationists at the present moment in France. And this supremacy is this direct outcome of the intellectual effort of Palmerston's "damned professors." The general attitude of our ruling classes towards the intellectual training of the nation is not often so forcibly and appropriately expressed.

Some American Journals.

In the current (quarterly) issue of the *Pedagogical Seminary* (Worcester, Mass.) are to be found half-a-dozen articles mainly on child-study topics evincing that thoroughness of research and enormous capacity for the tabulation of detail which characterises the American handling of this subject. In discussing whether invention in English composition can be taught, Dr. Colvin analyses throughout some five and twenty pages the results of examining a number of essays from various points of view. The following is a specimen—"In the boys' compositions 11.5 per cent. contained imaginative elements, 2.8 per cent. elements of feeling, 19.1 per cent. humor, 1.2 per cent. showed perceptive ability and 21.5 per cent. gave some evidences of logical power. The corresponding figures for girls were: Imagination, 8.5 per cent.; feeling, 11 per cent.; humor, 9.1 per cent.; perceptive ability, 2.3 per cent.; logical power, 31.7 per cent." In a similar way the ideas of young children about clouds elicited by a series of questions are treated with the utmost elaboration of detail by Messrs. Stanley Hall and J. E. W. Wallin. The vocabularies of three children at the age of two years form the subject of another article.

The New York *Educational Review* for February contains a timely article on "Co-education in the United States," in which Dr. Andrew S. Draper minimises the seriousness of the late newspaper and magazine reaction against co-education, and explains that the acts of the authorities of several universities on which this agitation has been based have been misinterpreted. In several cases steps have really only been taken

to equalise the balance of sexes, as the women were crowding the men out of the class-rooms. "The policy of educating boys and girls, young men and maidens, and grown men and women, together is overwhelming in America," to use Dr. Draper's own words. In the elementary schools it is practically universal and excites no comment. In all but 12 of 628 cities having high schools in 1902, those schools were co-educational in character. As to institutions of college grade, out of 605 specified in the Commissioner's Report for 1900-01, 137 are open to men only, 132 to women only, and 336 to both men and women. All the State universities are co-educational.

Admirers of American methods are advised to read an article on "Athletic Control in School and College" in the February *School Review* (Chicago). The writer starts by emphasising the value of college athletics, and finds them so important that they cannot be entrusted to the students alone. "The faculty must aid in their management, and, if it does not, none of the benefits enumerated will be secured; thus uncontrolled, the influence of college athletics will be bad, wholly bad, with not one redeeming feature." To justify these strong words the writer instances cases of college teams playing unqualified outsiders under false names, and similar misconduct. But the cream of the article is to come: "Experience has shown that when faculties take this position (i.e., of supervising athletics) they are beset with the same motive which possesses most young students, that is, to win at all hazards; or that they have not studied the question of athletics carefully; or that they are too partisan to view the great question of amateur sport in a clear and sportsmanlike light. A college president said to me a short time ago that, while he believed the faculty should maintain careful supervision over athletics, yet it was a question which sometimes vexed him very much, as it caused the most lengthy and acrimonious discussions which were had at the faculty meetings. There were questions of eligibility over which the faculty split hairs. They did not seem to realise that unless a student was clearly eligible

he should not be permitted to represent the institution on any team. The faculty would not have done anything else in which its honour or that of the institution was liable to be questioned in the slightest degree, and yet it would quibble over athletic ethics."

Reviews and Notices.

John Lackland, BY KATE NORGATE. Macmillan & Co. pp. vi. 323. Price 8s. 6d. net.

It was a favourite paradox with Miss Norgate's master in the field of English History, the late John Richard Green, that John surnamed Lackland—because he was born out of due course when all his father's dominions had already been allotted among the elder sons—was not only the wickedest but the ablest of the Angevin kings. This paradox the author of the scholarly and vigorous monograph before us sets out to maintain with a wealth of learning which marks a thorough acquaintance with the most recent research, and with a decided and gratifying sense of proportion and perspective.

A good many historical judgments have had to be reversed in the course of the last few decades, and the process of white-washing is becoming a familiar one. But we are by no means convinced that Miss Norgate has been able to maintain the above-mentioned thesis. She does not of course attempt to minimise John's baseness, and in criticizing her efforts to credit him with a little more intellectual ability than is usually allotted to him we must remember that she never actually settles down, not even at the end of the book, to anything like a judicial decision on the character of John. Had she been tempted to abandon narration for criticism it is possible that she might have found herself considerably further away from the text which serves as the motto for the book for it cannot be said that she convinces us of her hero's ability in war or in diplomacy. There can be little doubt, we think, that John's lack of prudence and of energy continually weakened his position; his indolence and his licentious tastes quite unfitted him for the keen struggles of political life and the hardships inseparable from war. It seems to us that Miss Norgate more than once, however, attempts to force us against our judgment into a sort of sympathy with John. This is especially the case in her treatment of the baronial struggle which ended in Magna Carta. Though it is probably more in accordance with fact to regard this struggle as a mere episode

in the unending warfare of feudal privilege against royal absolutism and the barons as fighting for the baronage rather than for the nation, it is going too far to ignore the provocation which these barons, patriots or not, had to endure; nor is it fair to apply the æthical canons of the twentieth century to their very mediæval action in calling in the aid of the dauphin. The charter was after all the beginning of English liberty, and because its authors did not comprehend this we need not belittle them or brand them as 'pro-French' and traitors in order to glorify or at any rate belaud King John. As we have said, however, the volume is one that will on the whole add considerably to its author's already assured reputation, and we hope it will find a place on many an Indian bookshelf.

A History of Rome for Middle and Upper Forms of Schools, BY J. L. MYRES, M.A., Rivington. pp. xiv. 627. Price 5s.

We have long wished that someone would arise and do for Roman History what Mr. Oman did for Greek and we greet this volume as the full realization of our longing. It should and undoubtedly will, take its rightful place at once, and oust from the field many productions that have too long unworthily held sway. The distinctive features of the book are thus expressed by the author in his preface:—"So far as the limits of a textbook permitted, I have condensed the purely political narrative and given rather ampler space than usual to three classes of commentary. Firstly I have tried to suggest the enquiry, how far the main features of the Geography and Ethnology of the Mediterranean assisted or hindered the spread of Roman domination. Secondly, I have lost no opportunity of indicating the social and economic forces which underlie, and so largely determine, the surface currents of political life. Thirdly, and as a corrective to the foregoing, I have allowed my history to diverge freely into biography, whenever a personality appeared on the scene which could claim to be regarded as a real factor in events. In the last category, naturally, I include the great generals—Roman and other as well as the statesmen; and I hope that by elaborating the military biographies, and military history in general, I may have made the book more serviceable to some who will make warfare their profession."

We doubt whether there are many of these budding Hannibals in our Indian under-graduate ranks, but the book will none the less be found of the first service to those who use it. It

is perhaps rather more than the average 'F.A.' student needs or can assimilate, but some of the brighter boys even at that stage might be encouraged to read it, and certainly those who pursue the study of Roman History beyond the bounds set by the F.A. curriculum will find it a very valuable possession. Mr. Myres's style is at once simple, suggestive and stimulating, and such paraphernalia as maps, plans, and tabular statements are executed with precision and accuracy. There is a chapter on Literature at the end of the book, which though good, might have been omitted without serious detriment to the whole.

First History of England, BY MRS. CYRIL RANSOME. With illustrations. Rivington. pp. xxiv. 408. Price 2s. 6d.

As the name indicates the book is meant for beginners and we may at once say that Mrs. Ransome has accomplished her task so well that the book may be placed in the hands of this class with confidence. It is written throughout in a simple yet dignified style and the facts are presented in such a way, with due regard to historical sequence, as to arouse interest in the subject. The get-up of the book and the illustrations leave nothing to be desired.

A Short History of the British Empire for Junior Forms, BY G. E. GREENE (J. M. Dent & Co.) Price 2s. 6d.

This book takes a broader view of history and includes besides the usual matter, a compressed but readable account of the industrial and literary sides of British History. The book is divided into three parts of 20 chapters each, each chapter being meant to be taken as a lesson. In treating of the 'main stages of every side of national life' the well-chosen illustrations are made to play a prominent part. Each of the chapters is arranged with respect to some leading feature of history taking all the incidents connected with it in a single view. The book is good all round and should be of great use to boys in the lower high-school forms in this country.

History of Greece for Beginners, BY J. B. BURY, M.A. pp. xvi. 472. Price 3s. 6d.

This is an abridgment of the author's well-known *History of Greece* and will doubtless in its own sphere receive an appreciation as thorough and warm as its forerunner has received. Mr. Bury has not himself done the abbreviating and

revising but he has approved of them. There are nearly a hundred illustrations and a very full chronological table. The type is particularly clear, and altogether the book should soon become popular among Indian students.

Messrs. Macmillan's reprint, in sixpenny fortnightly parts, of GREEN'S *Short History of the English People* has now reached the 21st number. This begins the third of the four volumes and contains the notes on the illustrations. A picture of Old London Bridge c. 1600 A.D. forms a very fine frontispiece. The same firm has sent us a book of stories intended for use in primary classes as an introduction to the New History Readers already published. For children of eight or nine years old nothing could be better: the illustrations are well chosen and well reproduced. The price is 1s.

From History to Geography on the one hand and Biography on the other is but a step. We have in the first place Book IV of Longmans' Geographical Series, dealing with 'the British Empire' (3s. 6d.). This well-known book has been revised in accordance with the census returns of 1901 and the recent changes in South Africa. It is thus quite up to date and should be found especially useful for use in Matriculation classes in this and other parts of India. An introduction of 60 pages deals with Mathematical and Physical Geography, the Ocean, and the Atmosphere.

As regards biography two books lie before us. *Emperor Edward* is a life of the sovereign written in Tamil by Pandit C. Thiruchittambalam Pillai and to be had of Messrs. G. A. Natesan & Co., Madras, for 12 annas. *Mazarin* is the work of Mr. Arthur Hassall, the well-known Christ Church don, and is the latest volume in Macmillan's Foreign Statesmen Series (2s. 6d.). We note with pleasure the promise of a volume on Catherine II by the general Editor of the Series, Prof. Bury.

The attention now being given to the deficiencies of Euclid and the need of teaching Geometry intelligently is illustrated by a number of books on the subject which have reached us. We must be content with a mere enumeration of them.

Geometrical Drawing for Art Students, BY J. H. MORRIS, specially edited for Indian students, BY W. JESSE, M.A. (Longmans, Re. 1).

Elementary Geometry, containing the subject matter of the first two books of Euclid, BY CHINTAMAN MUKERJI, B.A. (Allahabad: the Indian Press, 10 as.)

Euclid: Books V, VI and XI, BY RUPERT DEAKIN. (Olive, 1s. 6d.)

(Books I to IV were published in 1897.)

Practical Exercises in Geometry, BY W. D. EGGAR, M.A. (Macmillan, 2s. 6d.)

We have also to acknowledge:

A Short Introduction to Graphical Algebra, BY H. S. HALL. (Macmillan, 1s.)

This is a fuller edition of the pamphlet noticed by us a few months ago.

Macmillan's Story Readers. Book I, 10d., Book II, 1s.

Select Poems of Tennyson, EDITED BY H. B. GEORGE and W. H. HADOW, (Macmillan, 2s. 6d.)

Palgrave's Golden Treasury of Songs and Lyrics. Book Third. Edited by J. H. FOWLER. (Macmillan, 2s. 6d.)

Dictionary of the French and English Languages, BY W. JAMES and A. MOLÉ. New Edition. Rewritten and enlarged by LOUIS TOLHAUSEN and GEORGE PAYN. (Macmillan, 4s. 6d.)

Carnet de Notes d'un Voyageur en France, BY A. C. POIRÉ. (Macmillan, 1s. 6d.)

The expiration of the copy-right of *Tom Brown's School Days* has led Messrs. Macmillan, the holders of it, to bring out a charming little pocket edition of this ever-green story. Price 1s.

Mr. K. Natesa Aiyar, headmaster of the Hindu High School, Shiyali, has sent us a copy of his very thoughtful and interesting study of MRS. BROWNING'S *Aurora Leigh*.

Indian Educational Notes.

MADRAS.

OFFICIAL NOTIFICATIONS.

Mr. T. S. Lakshminarayana Aiyar.—Leave on medical certificate for one month from the 1st March 1903 is granted, to Mr. T. S. Lakshminarayana Aiyar, Sub-Assistant Inspector of Schools, Palghat Range, and Acting Sub-Assistant Inspector of Schools, Cuddalore Range.

Charles George Webster, Captain, I.M.S., to act as Superintendent, Reformatory School, Chingleput, during the employment of Captain T. H. Foulkes, I.M.S., on other duty or until further orders.

Mr. T. J. Venkatachala Aiyar, Acting Assistant Inspector of Schools, Presidency Division, privilege leave for three months, from or after the 15th May 1903.

WE regret to record the death, in England, on the 13th March of Mr. Charles Schofield Boyle, M.A., Professor of English in the Maharajah's College at Trevandrum.

MR. M. KENNY, B.A., a well known "Coach," will succeed Mr. Glyn Barlow as Principal of the Zamorin's College. The students of the College have given Mr. Barlow a farewell Address in a handsome case and are founding a prize in his name.

A NEW High School for girls has been opened at Coonoor by the nuns of St. Joseph of Tarbes.

WE learn that in the Final Examination at the Imperial Forest School, Dehra Dun, 35 students appeared and 31 passed, including all those from Madras, with four honours, of which three were secured by Madras students, namely, K. R. Venkatramiyyer, B. V. Ramaiyar and A. M. C. Littlewood.

THE Moplahs of Ernad and Ponani are submitting a Memorial to the Government protesting against a scheme, which is said to be under contemplation, for amalgamating the Hindu and Moplah Schools in the District. The Memorialists argue that in the backward taluqs such a scheme would only result in scaring away Moplah pupils.

MR. K. S. RAMAMOORTHY, Head Master of the Chandrasekhara Sastry Boarding High School, Anakapalli, has commenced his series of recitations of Shakespeare and other authors for the purpose of collecting funds for the support of his institution. Mr. Ramamoorthy was a pupil of Mr. Denham, and his first performance here on Saturday night was well attended and the success of his mission is almost ensured. There was a large gathering of ladies and gentlemen, and the educated public of Cocanada gave their hearty support.

THE accompanying is an announcement of the Madras School Book Society, of which Canon Sell is President.

(1) The Committee will, by a money grant, assist authors in the production of "really useful" vernacular literature "of a healthy moral tone."

(2) A grant shall not exceed one-half of the nett cost of production and shall not be paid till the work is published.

(3) In the case of works recently published, satisfactory evidence of the cost of production must be given, and in the case of manuscripts an estimate for printing the work must be submitted, with a specimen printed page showing the nature of the type and the quality of the paper, for the approval of the Committee.

(4) The copyright, right of sale and all profits accruing from such sale shall belong to the author. The Society's connection with an aided work shall cease when its grant has been given.

(5) In the case of a book thus aided, it may be stated that it is published under the patronage of the Society.

Prize distributions have taken place as follows:—

The Madras Christian College (Sir Arnold White).

Victoria College, Palghat (Mr. A. F. Pinhey).

The Presidency Training School (H. E. Lady Amphill).

Doveton Protestant College (The Ven'ble Archdeacon Williams).

The Perambur Railway School (Mr. E. W. Stoney).

The S. P. G. High School (Mr. S. D. Pears).

The Madras Collegiate School (The Bishop and Mrs. Whitehead)

Baldwin High School } Bangalore (Mr. E. S. Bishop Cotton's School } Lloyd).

At the Convocation held on March 13th candidates were presented for degrees as follows:—

M.L. 1

B.L. 153

L.M. & S. 4

B.E. 6

L.T. 49

M.A. 7

B.A. 452

Among the candidates were two ladies—one for the B.A. Degree, Miss H. Maud Gillson, from the Central College, Bangalore, and another, Miss Maud Karney, from the Teachers' College, Saidapet, for the L.T. Degree—who were loudly cheered as they ascended the dais to receive their degrees. There were also two members from native ruling families in the Presidency among the candidates for the B.A. Degree, viz. Mr. Dakshinamurthi Durairaja, a brother of H. H. the Rajah of Pudukotta, from

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Pachaiyappa's College, and Mr. Ravi Varma, a Prince of the Cochin House, from the Presidency College, who were both applauded.

THE first anniversary of the Madras Primary Teachers' Association was celebrated on Saturday evening, the 28th March, in the Muthialpet High School Hall, Black Town. There was a very large gathering of over 200 teachers of Primary Schools in Madras, including a number of Eurasian and Indian lady-teachers, besides representatives from the Teachers' College, Saidapet, and the local High Schools. Mr. E. Marsden was in the Chair. The Annual Report was read by Mr. M. Venkatramiah, Manager and Headmaster of the Peddu Naick's Petta Middle School, Black Town, from which we learn that the Association, which was formed in 1900, has been holding regular meetings monthly for discussing topics of interest to Primary School teachers. The progress made was fair, but the Association requires to be financially strengthened. The Association intends to start and conduct a monthly journal in Tamil specially designed for the benefit of Primary School-masters, and for this purpose it is intended to appeal to the Director of Public Instruction for official recognition of the same and for an annual Government grant to support it. Mrs. N. A. Courtwright delivered an address on the importance of Primary Education. The Chairman, in his remarks, thanked the lecturer for her very able and lucid exposition of the subject of Primary education and also the Association for the kind souvenir which they had presented to him.

BOMBAY.

OFFICIAL NOTIFICATIONS.

His Excellency the Governor in Council is pleased to appoint Capt. H.M. Moore, I.M.S., to act as Professor of Materia Medica and Pharmacy, Grant Medical College, vice Capt. T. Jackson, M.B., B.S., I.M.S., pending further orders.

His Excellency the Governor in Council is pleased to appoint Major T. E. Dyson, M.B., C.M., I.M.S., to act as Professor of Ophthalmic Medicine and Surgery, Grant Medical College during the absence of Major H. Herbert, F.R.C.S., I.M.S., or pending further orders.

Mr. Byramji Framji Patel, B.A., officiating Principal, Elphinstone High School, has been granted privilege leave for one month with effect from the 10th March 1903.

His Excellency the Governor in Council is pleased to appoint Major M. A. T. Collie, M.B., (Aberd), C.M., I.M.S., to act as Principal and Professor of Midwifery, Grant Medical College, in addition to his own duties during the absence of Lieut.-Col. H.P. Dimmock, M.R.C.S., L.R.C.P., M.D., I.M.S., or pending further orders.

THE past students of the Deccan College held an anniversary gathering at Dharwar, on the 23rd March in Mr. Jankar's Garden, where the whole day was spent most pleasantly in games, and at a dinner attended by a large number of the students speeches were made, and an Address read by Mr. Hungund. Resolutions were passed arranging for similar gatherings every year, and students in various districts are expected to do the same.

THE Hon'ble Mr. Justice Aston presided at a meeting held on the evening of the 6th April at the Novelty Theatre for the distribution of prizes to the successful pupils of the Mandvie Anglo-Vernacular School. After having distributed the prizes, the chairman referred to the chief points mentioned in the report, and expressed satisfaction with the working of the school. The boys then went through a Gujarati adaptation of the "Merchant of Venice," and the proceedings closed with a vote of thanks to the chairman.

AN interesting ceremony took place at Rajkot on the 1st April under the presidency of R. B. Bhimji Morarji, to perpetuate the memory of Bai Dholibai, the deceased wife of Mr. Manekchand Talshi, the ex-Diwan of Dhrol. The occasion was the opening of a charitable school for Jain boys and girls bearing the name of the deceased lady. Mr. Manekchand had informed the 'singha' of his community of his desire to open the school, and it accepted the proposal with thanks. The school will accommodate 125 boys and 75 girls. The latter will be taught by a lady teacher. The expenses of the management of the school will be borne by Mr. Manekchand.

THE Rev. S. C. Williams, M.A., Oriel College, Oxford, who has been appointed to the Chaplaincy and Principalship of the Boy's High School, Panchgani, has arrived there and the Rev. Joseph Redman handed over charge to him on the 1st April. All communications regarding the boys should hereafter be addressed to the Rev. Mr. Williams who will be glad to receive applications for admission.

PRIZE-GIVINGS have taken place at the Grant Medical College (H. E. Lord Northcote) and at The Victoria Jubilee Technical Institute (Sir Laurence Jenkins).

BENGAL.

OFFICIAL NOTIFICATIONS.

Rai Sarat Chandra Das Bahadur, Assistant Inspector of Schools, Chota Nagpur Division, is allowed combined leave, with effect from the 21st March,

1903, or any subsequent date on which he may avail himself of it, up to the 17th July, 1904.

Mr. J. H. D' Abreu is appointed to act as Assistant Inspector of Schools, Chota Nagpur Division, during the absence, on leave, of Rai Sarat Chandra Das Bahadur.

Babu Ishan Chandra Ghosh is appointed to act as Assistant Inspector of Schools, Presidency Division, during the absence, on deputation, of Mr. J. H. D' Abreu.

Mrs. Kumudini Das is confirmed in class VII of the Provincial Educational Service, and in her appointment as Lady Principal of the Bethune College with effect from the 1st March, 1902.

It is understood that the Hon'ble Dr. Asutosh Mookerjee will not seek re-election from the Calcutta University, on the expiry of his present term, as a Member of the Bengal Legislative Council, to represent the University on the Council, and that Mr. N. N. Ghosh is a candidate for election.

IN the Bengal Legislative Council, the Hon'ble Babu Chaturbhooj Sahay asked the following question: How does the Government propose to spend the sum of Rs. 10,00,000 allotted for educational purposes in the current year's Bengal Government Budget?

The Hon'ble Mr. Earle replied as follows: Out of the special grant of ten lakhs allotted in the current year's Budget for educational purposes, Rs. 9,79,652 have been allotted under the heads shown in the statement marked A, annexed. As it may not be found possible to spend the whole of the allotted sums within the current financial year, Rs. 98,450 have been sanctioned from anticipated savings in this grant, for expenditure under the heads shown in statement, which were submitted.

ON the 27th March at the Dalhousie Institute, Professor J. C. Bose, of the Presidency College, delivered a lecture on "Life and Death," before an overflowing and representative audience, European and Indian. The Maharajah of Nattore introduced the lecturer, whose address dealt with some of the leading ideas which he has set forth in his recently published book "Response in the Living and Non-Living," and which during the past few months have given rise to keen discussion in the scientific world. Several experiments were performed demonstrating the identity of the electrical response in animals, plants, and metals. The lecturer commanded the closest attention of the audience, and his striking experiments were enthusiastically applauded.

MYSORE.

MR. JOHN COOK, M.A., F.R.S.E., Principal of the Central College, has returned from his furlough and resumed charge of the institution so long connected with his name.

As shown by recent events, the State of Mysore is always prompt and ready in the cause of industry and industrial education. It is a matter for gratification to hear that the Dewan has obtained the sanction of the Maharajah for a scheme of technical education embracing weaving schools, schools for rearing of silk, and schools for iron-work, carpentry, etc. Mysore has been already known to be very favourable to the growth of a silk industry, and the efforts of the State in pushing it by means of education will not fail of good fruit. The State, it seems, is endeavouring to do whatever lies in its power so far as industrial education goes, and here lies an example to other States and authorities for similar action. Unaware as we are of the details of the scheme, we are confident of fair enough success for the endeavours of the Southern principality. The fact that the scheme comprehends liberal scholarships for students to study the arts and crafts in Bombay is further evidence of the earnestness of the Mysore administration in the cause of the industrial education.—*Voice of India*.

UNITED PROVINCES AND PUNJAB.

MR. A. C. WOOLNER, late Exhibitioner, Trinity College, Oxford, has been appointed Registrar of the Punjab University, vice Dr. Stratton, deceased. Mr. Woolner, who is a Sanskrit and Persian scholar, was expected to arrive in Lahore about the middle of April.

A COLLEGE for Women is about to be opened in the Punjab, and the buildings, thanks to the liberal aid given by the Punjab Government, are being pushed on rapidly, and students will be admitted in May. The institution is to be known as the St. Bede's College, and will be located in the grounds of the Simla Convent. The plans provide for handsome class-rooms, library, bed-rooms, etc. Students receiving Government stipends will be trained as teachers, and there will also be classes for women reading for University degrees.

MUNICIPALITIES and District Boards in the Punjab will, from the 1st April next, be shorn of some of their powers in educational matters, and become what many think they should have been years ago, merely paymasters—a position for which they are eminently fitted. The administration of schools maintained by local bodies will, in the future, so far as teaching and discipline go, and as the appointment, punishment or dismissal of masters, their salaries, leave and pension contributions are concerned, be vested in the Education Department. Boards and

THE Annual Meeting of the Senate will be held at the Senate House, College Square, on Saturday, 25th April, at 4-30 P. M. The following business will be considered: (1) The Officiating Registrar to lay before the Senate a letter from the Secretary to the Government of India, Home Department, forwarding copy of a Report on the audit of the accounts of the University for the year ending 30th June, 1902. (2) To appoint a Registrar, (3) To appoint a Board of Accounts for the year 1903-1904. (4) The Officiating Registrar to lay before the Senate the Annual Report of the Syndicate for the year 1902-1903. (5) The Syndicate to recommend to the Senate that the Faculties for the year 1903-1904 be constituted.

The Government of India in a letter addressed to the Registrar of the Calcutta University draws attention to paragraph 5 of the Comptroller-General's letter, dated 11th December last, wherein it is noticed that the cash balance at the credit of certain funds are unnecessarily high, and it is suggested that further investments in Government Securities should be made. The Government of India agree with the opinion of the Comptroller-General on this point. They also approve of the suggestion made in paragraph 8 of his letter that a permanent advance should be granted to the Registrar of the University to meet the petty expenses of his office.

THE annual athletic sports of the Calcutta Free School were held on Monday evening, April 13th, in the school grounds and, as in former years, proved a thorough success, the only discomfort being the sultry heat. The attendance was up to that of previous years, and long before the hour fixed for the commencement of the sports every seat was occupied, late comers being compelled to stand. A lengthy, varied, and attractive programme was presented, and the various items were well contested. The programme opened with an exhibition of drilling, with band, by the boys, who showed how carefully they had been trained, and they deserved the applause they received. The girls in turn gave a display of drilling with dumb-bells, bar-bells and tambourines, respectively. They went through their performance with an ease, skill and grace which evoked well-earned applause. A tug-of-war, Cadets versus Band, which was won by the Cadets after a good pull, brought the sports to a close.

Mrs. Copleston gave away the prizes, which were numerous and handsome. Three hearty cheers were next given for Mrs. Copleston, after which the gathering separated.

BURMA.

A COMMERCIAL College ('The Coronation') was opened in Rangoon on January 1st. The Principal is Mr. N. V. Iyya, M.C.P., who is also in charge of the book-keeping classes in connection with the Y. M. C. A.

Committees will thus cease to have any voice in such matters, their share in the educational system of the Province being restricted to the preparation of the annual budget in consultation with the educational authorities.

It is curious to note, says the *Pioneer*, that the idea of a Teaching University has met with two diametrically opposed kinds of criticism. "From the general press and from educational papers emanating from other parts of India the suggested formation of a Teaching University in Allahabad has been greeted with welcome both as a step in the right direction towards the ultimate attainment of the true University ideal, and also as an experiment to which Allahabad lends itself perhaps more readily than any other city in India. In these Provinces, however, the scheme seems to have met with little support except from those whose interests are vested in the Muir Central College; while it has undoubtedly called up considerable opposition from nearly all others concerned in higher education, both Europeans and Natives. This opposition is not difficult to understand, but is not easy to respect."

General Notes.

THE University of St. Andrews has conferred the LL.D. Degree on Mr. Justice Aikman of the High Court at Allahabad; and the D.D. Degree on the Rev. Andrew Campbell, Free Church Missionary amongst the Santals in India.

No other Indian State maintains such a large number of students at the English Inns of Court and Universities as Hyderabad. It may not be generally known that as much as a lakh of Halli Sicca rupees is year after year provided in the Budget for this purpose.

THE London School of Tropical Medicine announces that the Craggs Research Prize of £50 will be awarded in October to a past or present student of the School who during the current year has made the most valuable contribution to tropical medicine. Full information may be obtained from the medical tutor at the School, Royal Albert Docks, London.

EXEMPTION from Responsions is to be granted to holders of the Abiturienten-Examen or leaving certificate from German, Austrian, and Swiss Gymnasiums. This is notable as the first instance in which Oxford has recognised any examination held outside the British Empire.

An ophthalmic surgeon of London believes that the present kindergarten system is at the root of much of the injury caused to children's eyes. The

continuous concentration of young eyes on colored paper and small objects tends, he says, to short-sightedness.

EXAMINITIS is the newest disease. A French tutor claims to have established that an examination always reduces the weight of candidates. He took 240 pupils and weighed them before and after school examinations, and in every case there was a loss of weight, in some cases as much as a pound and a half. The stiffer the examination the greater the loss of weight. This is claimed as a proof that a few hours' strain in the examining room brings about a serious derangement of the nervous system, likely to do permanent harm to the over-wrought scholar.

THE German Reichstag has adopted the second reading of the bill dealing with child labor in rural districts. The employment of children is prohibited in building operations of any kind, and no children under twelve are to be employed in workshops, in commercial and trading establishments, and public theatrical performances, or in hotels and public houses. The bill provides that boys and girls under thirteen, and those who, although over thirteen, are still obliged to attend school, shall rank as children.

IN Gleiwitz, Silesia, each school child has his teeth examined by a dentist once a year, free of charge. To make it impossible for him to escape the examination he receives a card with his name and stating his age and the date when the examination was made. The dentist, also, writes down the condition of the teeth and how many have been filled or extracted at the time of his inspection. The back of the card has printed notes on the care of the teeth.

AN educational ordinance has been promulgated at Pretoria. It provides for the establishment of an Education Department, together with high-schools, a university, and technical, reformatory and other schools, free or otherwise. The ordinance further provides that instruction in the Dutch language shall be limited to five hours in each week, including religious instruction.

CRITICISM of examiners is no new thing. From time to time we indulge in it ourselves,—and most unsuccessful candidates at examinations are proficients in the art. But it is quite a new thing to find a man who has been awarded a prize refusing it on the ground that the examiners have not done their work properly, as Dr. Woltman of Eisenach has just refused a prize of 2000 marks awarded him for the best essay upon the relation of the Haeckel Descendenz-Theorie to political evolution. "It is

my fixed conviction," Dr. Woltman wrote, "that within so short a space as three months it must have been impossible for the committee adequately to criticise the great number of able scientific treatises which I know to have been sent in for examination."—*University Correspondent*.

"MEAL MONDAY" holiday at the Scottish Universities was celebrated on the 9th February. This institution, says a contemporary, dates from far off days, when learning was really nourished on "a little oatmeal." The students, before leaving home for the universities, provided themselves with a quantity of meal, sufficient to make "halesome parritch" half through the session. By the end of January their "meal kists" had run low; and "a day off" was given in which the student was expected to journey half-way home, meeting at this point his parent or brother, who brought with him a second load of the simple diet. The holiday was fixed on a Monday, so as to allow the undergraduate the benefit of the preceding Saturday.

IN the current number of the *Calcutta Review* Mr. Hemendra Prasad Ghose is severe upon the English in India on account of their destructive influence upon Indian art, but not so severe that he does not perceive the right quarter to which admonition should at present be addressed. "The duty of the Government," he says, "dwinkles into insignificance before the duty of the people themselves. No amount of legislation, no amount of sympathy and encouragement from aliens, can revive or preserve from decay and destruction an art when the national sentiment is not in it. The Government has sounded the tocsin of alarm. Its warnings have all along been clear and constant. It has opened economic museums to educate the public. Now all that we can ask the Government is to set an example to the people whose artistic taste has been vitiated. It is for the aristocracy and plutocracy of India, for her cultured people, whose experience has been expanded by intercourse with other peoples, and whose intellect has been sharpened by education, to understand the situation, to grasp the problem and solve it. It is a shame and disgrace that it has been necessary for Englishmen to draw the attention of the Indians to the exquisite art of their own country, for aliens to deplore its decay."

PRESIDENT WOODROW WILSON of Princeton University, in addressing the New Jersey High School Teachers' Association on "The Meaning of a University Education," said:

Men who have achieved great success in life without college education will say that there is nothing to be gained by devoting four years of one's life to the curriculum of a university. Those four years are

an integral and consistent part of a young man's life. Every man who is worth his salt feels at some time that his life is too narrow for him, so he reads books to enlarge his horizon. He reads books for the seeing of the whole map of life, the main roads and the bypaths alike, the sorrows and joys and tragedies that men have had. That is why a man goes to college, for he can't learn it elsewhere.

The danger of the United States is provincialism, a danger arising from the fact that one part of the country will not understand the other parts. The breaking down of these sectional, non-comprehending, non-sympathizing barriers is one of the most beneficial effects of a college course.

One does not go to college to sit under tutors and count periods of recitation. One goes to get at things to learn something, irrespective of teachers and lecturers.

What is better yet is the intellectual companionships and comradeships one forms at college, and when I have said that I have reached the gist of the matter. What one gets in college—and it is the best—is this. Comradeships formed at school are too short and otherwise inadequate. And if a boy lives in the cities and goes to his college lecture on a street car he is not beyond the stage of his school period. The real breeding of the mind is done in between class hours, in the close comradeships of college life, the constant living together. After four years of it, it is something you can't get out of a man by force. It is the rubbing of mind with mind, the tests of strength, and the challenge of intellect. The best thing that has happened in college for ten or fifteen years is the fact that the instructors have ceased to be a body separate and have become a part of the comradeship of the course.

The present age is breeding self-consciousness and egotism in men because we insist upon spoiling them, making them think that their work is done. Egotism is a sort of intellectual provincialism that leads one to suppose that the world is contained in himself. When a man goes to college we take him out of self and make him know the breadth and variety of the world—to know how small he really is.

President Wilson added some new thoughts to his arguments for a full course of college life when he addressed the Princeton club of Chicago. He said:

My hobby is to establish in Princeton university a system of tutors like that of England, which shall throw the seniors and juniors upon their own resources and start in them habits of independent, self-restrained thinking. By doing this we shall give Princeton a distinction such as will remove it entirely from competition with other colleges.

I do not believe that the natural, carnal man was meant to sit down and read a book. I myself would rather see and hear things than find them out from the pages of a printed book. But it is necessary that we learn of the past and of experiences far from

us from books. A good tutor or reading coach can instil into his pupils the desire and the 'comradeship of reading.'

"We must set a certain task for the members of the two upper undergraduate classes and tell them by a certain time they must know it.

A university does not consist of only buildings and of well kept lawns, but of environment, comradeship, and association. I do not believe in the importance of class-room instruction by itself, but in the effect which class-room instruction has upon the comradeship and conversation of the campus.

A college course is a question of saturation of these influences, not of formal exercise. I do not believe that any man can get this saturation in less than four years' time.

THE following information concerning the school systems of three of the Australian states is gathered from Mr. Goyen's reports to the board of education of Otago, New Zealand. The Report sums up the results of a thorough personal investigation on his part. In South Australia primary schools are divided into two main classes, public and provisional schools; those having a less average attendance than twenty belong to the latter category. There are 700 schools in this state, 400 of which are provisional, in which the work is mostly elementary. The educational status of the teachers in country districts is low. In the public schools principals' salaries range from £110 to £450, according to the attendance. The education department has little to do with secondary education, this being undertaken by private enterprise.

In Victoria there are 2009 schools and 2,447 adult teachers, assisted by 1,765 pupil teachers or monitors.

Of the adult teachers 40 per cent. hold the lowest departmental certificate, the "License to Teach." Four per cent. have honour certificates or degrees. There are no secondary schools, though the teacher is permitted, out of school hours, to teach certain secondary subjects, for which he is to charge from three pence to a shilling cents. per week. There is a large number of private schools and colleges in Victoria, which about one-fifth of the children attend.

There were 2,745 schools in New South Wales in 1900. Of these 2,290 were public and half-time schools, 394 were provisional, 26 house-to-house, and 31 evening schools. There were 5,039 teachers of all sorts. Here about 8 per cent. had degrees and good training. Salaries ranged from £100 to £350 regulated, as in South Australia, by the attendance. The standard of education is somewhat higher than in the previous states, but there is no free education except through bursaries and scholarships. The public school fee is three pence a week, and the fee for attending any one of the four state high schools is £3 a quarter. The state received from total fees about £85,000 and spent £760,000. In Sydney there is a university towards which all teaching seems to gravitate. The work of the schools in New South Wales and in New Zealand is somewhat similar though in the latter case the English branches are more thorough and education is free. In both, French, Latin, Euclid, and science form part of the higher curriculum.

In remote Tiflis, south of the Caucasus Mountains, midway between the Black Sea and the Caspian, Russia has a splendid institution for industrial and commercial training. The school was founded by some merchants of Tiflis about three years ago, the school building itself costing more than 107,000 dollars. The institution is supported by tuition fees, by an annual subsidy granted by the merchants, and, should additional funds be absolutely required, by the State. The school is under the administration of the Russian Minister of Finance. At present there are 694 students of twelve nationalities. The Tiflis school is intended to aid in the development of the country, and at the same time bring into closer relations the surviving remnants of many ancient peoples. Special care is taken to make the students thoroughly acquainted with the products of Caucasia and of the adjoining countries, so that whether he becomes merchant or manufacturer his knowledge will be of material benefit to him. Languages, sciences, and the ordinary branches are also taught. The school has a liberal pension system for its teachers. Each teacher during his term of service pays into the pension fund each year two per cent. of his salary. After twenty years of service he is entitled to a pension, which, particularly in the case of the best-trained teachers, affords substantial protection against want.—*School Journal*.

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All contributions, books for review, &c., should be addressed to the Editor, Central College, Bangalore. 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.

A few months ago we expressed a desire that the Viceroy would, before the expiration of his term of office, be able to identify himself as closely with science in the shape of the Tata Institute as he had done with Literature in the shape of the Imperial Library at Cal-

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cutta. From the letter of the Government of India a summary of which we reproduce in this number, it will be seen that this desire is in a fair way of being realized. We are glad that the suspicion which had arisen that the scheme was bound hand and foot to a green table with red tape has been largely dispelled and that the financial basis necessary to the successful launching of the work has at length been laid. As the Viceroy himself intimated, the Government has studied the whole question in a liberal spirit, and such delay as there has been, has been due to the necessity of providing sufficient safeguards for the scheme and of reducing to a minimum the possibilities of initial error. With all friends of education we warmly appreciate the generosity which the Government of India and the Government of Mysore have displayed in this matter. The coming years should prove that they have made a most judicious and profitable investment. We hope that the actual work of the institute will speedily be begun and that it will proceed with a vigour that shall be in marked contrast to the inactivity

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that has hitherto been regarded as an accompaniment of the scheme.

In commenting on this subject the *Pioneer* remarked "it is the misfortune of Mr. Tata, the Parsee Peabody, when he was offering to found a Research Institute that he should have linked up with the proposed endowment a family trust, with the idea of getting the management taken over jointly by Government. The result has been disastrous. The Government objected to the combination, as indeed they were likely to do. Mr. Tata continued to press the point." In reference to this matter Sister Nivedita writes to the *Friend of India* in the following terms:—

"I should like to be allowed to clear up this point by making a statement. It is exceedingly unlikely that Mr. Tata or his friends will trouble themselves to deal with mere insinuations such as this implication involves. But it happens that in London a couple of years ago I had the opportunity of being present at many of the Conferences held regarding the Tata Scheme by members of the India Office and others. It was then that Mr. Tata was required on more than one occasion to make a succinct statement of the facts. They were these:

Mr. Tata offered property to the value of Rs. 30,00,000 to the Nation, for the foundation of a Research University, and consulted the Government as to the mode of using and applying his gift. Thirty lakhs of rupees were supposed at that time to produce an income of Rs. 1,25,000 per annum, I believe. The Government at once objected that the property offered by Mr. Tata might decrease in value. It was Mr. Tata's opinion that the reverse would be the case. But in order to satisfy the Government, and with the full consent of his own sons, he undertook to secure the income in question to the University, in as far as an equal sum, Rs. 30,00,000,

otherwise to be left to his family, would serve to do so. That is to say, so far from Mr. Tata's trying to involve the Government of India in a scheme for the benefit of his own children, he is willing to risk starvation for his children in order to secure the benefit to the Nation which he desires to confer upon it.

Apart from a little exaggeration as regards Mr. Tata's risking starvation for his children, this letter puts the facts in a different light, and we deprecate more than ever the 'diminution' scale of the references to the benefactor which the writer of the Resolution has chosen to employ. Seldom indeed, as the *Pioneer* remarks, "can the munificent benefactor have found himself addressed in such a curiously petulant strain."

In the course of his speech in the Viceregal Council the Hon'ble Mr. Gokhale and Government Professors. Gokhale brought some very sweeping charges against the members of the Indian Educational Service, or at any rate against those who are engaged in teaching as contrasted with inspecting. We give his own words: "My Lord, it is difficult to describe in adequate terms the mischief that is done to the best interest of the country and of British rule by the appointment of third and fourth rate Englishmen to Government Colleges. These men are unable to command that respect from these students which they think to be due to their position, and then they make up for it by clothing themselves with race pride, which naturally irritates the young men under them. The result often is that young students leave college with a feeling of bitterness against Englishmen."

These remarks have not been allowed to pass unchallenged, though in the opinion of many they merit only silence. The editor of *Indian Education*, himself a distinguished

member of the Bombay Service, has no difficulty in refuting the charge of third and fourth rateness as regards the eight Government Professors in the Bombay Presidency. We are not in a position to set out in detail the academic career of the Professors in other parts of India, or even in Madras, but speaking of the southern presidency we make bold to say that the staff will compare very favourably, whether taken individually or collectively, with that of the average college in England. There are very few colleges at home which can claim more than one or two men of the very highest rank; 'the leaders of English intellectual life' are scattered all over the country, and it is vain for Mr. Gokhale to hope to get them out here even by offering them a salary in advance of that which is now paid in India. Even if they came they would probably stay only long enough to enable them to put by a nest egg. Thus, as has been pointed out, "Dr. Walmsley could not be persuaded to stay long as the Principal of Sind College; Professors Ayrton and Perry would not stay on in Japan on salaries of from £1,500 to £1,800. In the course of certain negotiations, opened in connection with a great educational project in Bombay, it was found that Rs. 2,000 a month was not thought any adequate remuneration of their labours by experienced English teachers; while one was found to refuse the Principalship of the proposed institution with £1,800 as yearly emoluments and the prospect of earbing a pension of £600 in ten years."

But because we cannot staff our colleges throughout with men of this stamp there is no reason why we should unjustly depreciate those whom we are able to secure. Complaint has of course been made and with some justification, that men are sometimes put on to work which lies outside their proper sphere. In these cases dissatisfaction is naturally

engendered, but it is not to this that Mr. Gokhale appears to refer.

Even more interesting is the reply of Mr. J. C. Coyajee of the Elphinstone College, in the *Bombay Gazette*, from which we have quoted above. Mr. Coyajee while he to some extent follows the lines of Mr. Fraser's argument is enabled to speak out even more freely. So far from students 'leaving the Government Colleges with a feeling of bitterness' it is increasingly difficult to accommodate the numbers of those who seek admission, in spite of the higher fee rate. And it is these Government Colleges 'that have the best of it in the University examinations.' The Bombay professors had brilliant academical careers and are distinguished for their literary activity; and "one can well believe that as education advances and multiplies itself in England we shall be able to get even better men for our work in a future not very remote." They are neither deliberately nor unconsciously irritating to their students. The size of the classes makes it impossible for the professors to know every one of their units but what can be done is being done. Mr. Coyajee makes one suggestion by which the present method of selecting professors might be changed for the better. "We might benefit in this respect by the example of Australia. That colony keeps up in England a permanent and paid Board which is always on the look out for the appearance of promising graduates in England. Many of these are found working as teachers in schools; they bring themselves to the Board's notice, quite unconsciously, by composing books or articles for magazines. This, it is submitted, is a sure way to find out merit than any efforts on the part of the Secretary of State to get the proper sort of teacher, at a moment's notice, can be."

It is however only fair to remember that apart from this unfortunate reference,

Mr. Gokhale made a very strong and cogent appeal that education should be made an Imperial rather than a Provincial charge, and be on the same footing as Army Services and Railway Expansion. The Hon'ble Syed Hus-sain Bilgrami and His Highness the Aga Khan also made forcible speeches on education in the Legislative Council. The latter asked whether the time had not come for the commencement of some system of universal primary education such as has been adopted by almost every responsible Government.

The Forty-fifth Annual Report of the Syndicate of the University of Cambridge dealing with the local examinations held in December last has been published, and it again opens up the question why a similar course should not be followed in this country. The Indian Universities are public examining authorities if they are nothing more; it is surely not too much to expect them to fulfil the duties of this one function, and to put their examinations to good use by indicating for the benefit of teachers the directions in which their teaching needs improvement. In the report before us as in others of like nature, the examiners point out the common failings of candidates prepared for examination, and the teachers concerned are thereby enabled to appreciate with accuracy and exactness the usual difficulties experienced by boys and girls in their study of the various subjects of the curriculum, and to fortify for the future the points that have been proved vulnerable. In

reading through the report one is struck by the fact that to a large extent the same criticisms might be passed on the work of Indian pupils: the mistake is too often made of supposing that the sins to which the youth of this land are prone are their peculiar property. In mathematics, in English, in history, in geography, in science, we find English boys displaying the same carelessness and committing the same blunders as their Indian brothers. We believe some at any rate of our Universities require reports from their examiners. Surely it is for the interest of education that these should not merely be taken as read and consigned to the dusty limbo of the record room. They should be made as public as possible and the Syndicates ought to make it their care to see that the criticisms are brought to the direct notice of every college and school in their respective constituencies.

The Western Presidency was hard hit by plague and famine during the period covered by this report (1897-8 to 1901-2) and we wish it were possible to say that the dangers were over. So dire has been the trouble that education stands much when it did ten years ago: indeed as regards primary education the position is worse now than it was then. In the last six years over 700 schools and nearly 100,000 boys have disappeared from the records, the loss being chiefly in the Belgaum and Dharwar Districts where plague and cholera were very virulent. The pressure of famine reduced the income both of Government and of the Local Boards. Hence all improvements were stopped for

want of funds, grants-in-aid of buildings had to be refused, and no new schools could be put on the grant-in-aid list.

The opening of new institutions in Bombay and in the Ahmednagar District has led to a striking increase of attendance in unaided schools under private management. Their establishment—often in place of Board schools closed on account of financial pressure—is a gratifying testimony to the strength and reality of the demand for education even when aid from public funds is not available. Another very welcome sign is the great increase in endowments which the last few years have witnessed. Night schools have apparently not made much headway; the number of girls' schools and of girl pupils has risen. Technical education has made good progress and commercial schools have been established in Bombay and elsewhere. In the Professional Colleges the number of pupils has largely increased and a new institution—the Agricultural Department of the College of Science—has been added to the list. Unfortunately the addition is more than discounted—at least in our opinion—by the closing of the Training College at Kolhápúr and we are told that Kolhápúr and the Native States of the Southern Division appear to care very little either about the capability or the well-being of their teachers, presenting in this respect a marked contrast to the enlightened policy of the leading States of Káthiáwár.

The Government resolution upon the Burma Report breathes throughout a spirit of reprimand towards the Director of Public Instruction. First of all the report was late, then it was faulty in omission and

commission, then certain instructions given in 1896-7 were found to have been ignored, then some of the Director's vaticinations were found unfulfilled, and finally he is pilloried for inconsistency. On the whole, however, there has been a good deal of progress in the last five years except—and here is a defect common, we believe, to the whole of India—in the important matter of primary education for boys. Here the total of schools and scholars is much below that of 1896-7. 'It has now been laid down that there must be a large increase in the number of primary schools under departmental management. The effect of this change of policy has not been properly grasped by the Director, whose proposals for the improvement of primary education are restricted to the establishment of some twenty expensive model schools.' Burma has not got its University, but the Rangoon College and Collegiate School have been transferred to Government. We should like to have been told more about the itinerant teachers of whom there are now 169, and the extension (in Upper Burma) of the scheme for the appointment of certificated teachers as independent managers with temporary salary grants.

The history of the question of instruction in the vernacular is somewhat curious. In 1892 it was definitely laid down, with the full approval of the present Director, that in Municipal and Government schools all classes up to and including the sixth standard should be taught in their own vernacular and that in all examinations up to and including the seventh standard papers should be set and candidates should be required to answer in their own vernaculars. Some difficulty appears to have been experienced in giving effect to the orders and they have remained practically a dead letter. No special refer-

ence was made on the subject until the question was raised by the Government of India. It was then found that the orders of 1892 had been disregarded. Mr. Pope now agrees with the Syndicate in recommending that things should be left as they are. His Honour was unable to accept this recommendation, and since this Resolution was drafted the Syndicate have consented to forego their objections so far as the first four standards are concerned.

It is not clear by what process of reasoning the Government has arrived at the idea that the postponement of the study of English in school till a boy is about 13 will help him to acquire the language more readily. In the acquirement of a correct pronunciation and an idiomatic style, a great deal, no doubt, depends on the teacher's knowledge of the subject, and the teachers of the lower classes in schools in Burma are notoriously very shaky in English. It is, perhaps, better a child should not acquire the language at all than it should be taught to murder the King's English. But in this matter the Education Department has the remedy in its own hands. A thorough knowledge of English should be made an indispensable qualification for a teacher of the lowest standard.

The local Reports with which we have been favoured do not call for any special remark. The Madras Government Colleges in 1901. four colleges under consideration—the Presidency, Kumbakonam, Rajahmundry, and the College of Engineering—are all apparently in a very healthy condition. In each of the first three the Principalship changed hands in the course of the year. The Presidency was not so successful as usual in the Degree examination, and Kumba-

konam has lost—not we hope for long—its old reputation as a home of mathematical learning. Rajahmundry is looking up under Mr. Hunter and we ought not to hear any more talk of its being abandoned.

There are great searchings of heart once more in Calcutta over the result of the B.A. Degree Examinations. The percentage of failures has been very high and of course the threadbare phrase about 'the slaughter of the innocents' has had to do duty once more. Innocent of learning the rejected no doubt are; in any other sense the word is here ridiculously out of place. We do not see that things can possibly improve until the standard of the Entrance Examination is raised very considerably. If Calcutta, like Madras, were willing to reject from sixty to eighty per cent. of those who present themselves for Matriculation, she might share the greater success obtained in the southern presidency at the higher examinations and have less cause to mourn the comparative smallness of the B.A. list. Then too we should hear less of many other evils which are at present rampant in Bengal: the number of inefficient colleges might decrease and the number of inefficient undergraduates certainly would. The proper place to begin weeding is at the Entrance Examination; here at any rate it does no good to let wheat and tares grow together until the great harvest. We are glad to see that the Senate has withdrawn the privileges of affiliation from one college, falsely so called. The marvel is that this step was not taken long ago.

ROGER ASCHAM AS AN EDUCATOR

In an age like our own, when on the matter of pedagogic method text-book follows text-book with bewildering suddenness, so that the final result seems likely to prove an intricate tangle, an enmeshed net-work of similar, dissimilar, and rival theories, it is refreshing to throw the mind back three centuries and a half, and meditate upon the august and yet peaceful genesis of one famous tract upon education. For the *Schoolmaster* which has made Roger Ascham's name known in more lands than his own, originated it appears in the table-talk of the guests assembled on the tenth day of February, 1563, to dine with "Mr. Secretarie Cecil."

Ascham relates how there were gathered there "Syr William Peter, Syr J. Mason, D. Wotton, Syr Richard Sackville, Treasurer of the Exchequer, Syr Walter Mildmaye, Chauncellor of the Exchequer, M. Haddon, Master of Requestes, M. John Astley, Master of the Jewell House, M. Bernard Hampton, M. Nicassius and I." Further, it appears that most of these gentlemen were of "hir Maiesties most honourable priue Counsell."

And then, he observes—"Mr. Secretarie hath this accustomed manner, though his head be never so full of most weighty affairs of the Realm, yet, at dinner time, he doth always seem to lay them aside: and findeth ever fit occasion to talk pleasantlie of other matters but most gladlie of some matter of learning; wherein, he will courteously hear the mind of the meanest at his table."

It appears that the matter of learning on which Sir William Cecil commented on this particular day was the untoward rumour that "divers scholars of Eaton" had run away from school that morning because they went in fear of a beating. And then Ascham relates that

Sir William "took occasion to wish that some more discretion were in many schoolmasters in using correction than commonly there is. Who many times punish rather the weakness of nature than the fault of the scholar, whereby many scholars, that might else prove well, be driven to hate learning before they know what learning meaneth: and so are made willing to forsake their book, and be glad to be put to any other kind of learning."

This seemingly mild suggestion, justified some might think by the events of the day, proved a veritable apple of discord flung down among the diners. Sir William Peter at once took the Rod's side, and though some were found to oppose him, Mr. Haddon brought experience to the rescue when he maintained that "the best schoolmaster of our time was the greatest beater."

Stung by this, Ascham threw himself into the fray with two counter propositions—

(1) that the great man's success came about rather "by the great towardness of the scholar than by the great beating of the Master";

(2) that "young children were sooner allured by love than driven by beating to attain good learning."

With the further information that Sir Richard Sackville "said nothing at all," Ascham closes his account of the dinner. But the end of the meal did not prove the conclusion of the matter. After it, Sir Richard sought Ascham out, and begged him to write a treatise on Education. In the fashion of the leaders of men since the days of Moses, Ascham began by pleading as an excuse his own incompetence. But Sir Richard met him with an unanswerable argument "I heard you say, not long ago, that you may thank Sir John Cheke for all the learning you have: And I know very well myself that you did teach.

the Queen. And therefore, seeing God did so bless you to make you the Scholar of the best master, and also the Schoolmaster of the best scholar that ever were in our time, surely you should please God, benefit your own country, and honour your own name if you would take the pains to impart to others, what you learned of such a master, and how you taught such a scholar."

Consequently, helped by what he "gatte at home," from Sir John Cheke, and abroad from "my friend Sturm," (i.e., John Sturm, the great classical schoolmaster of Strasburg), "beside somewhat that was left me in reversion by my old masters Plato, Aristotle and Cicero," Ascham set to work. The course of the book's making was interrupted however by the death of its begetter, Sir Richard Sackville. Moving indeed is Ascham's picture of his own desolation, which ought to be given in his own archaic spelling. "Whan he was gone, my hart was dead. Ther was not one that woare a blacke gowne for him who carried a heuier hart for him than I. Whan he was gone, I cast this book awaie: I could not looke upon it but with weping eyes in remembring him who was the onlie setter on to do it, and would haue bene not onlie a glad commender of it, but also a sure and certaine comfort to me and mine for it."

However, the reaction came as more or less it always does, and the little treatise was finished at last, and so we have the book in writing which, Ascham tells us he had "earnest respect" to three special points:

trothe of religion,
honestie in liuing,
right order in learning.

This includes a wider aim than the title page would lead us to expect, for there the name is explained to mean a "plain and perfite way

of teaching children to understand, write and speake in the Latin tong."

But when he came actually to build what in the preface he calls "my poor schoolhouse," he saw, as every other educator must, that there is a 'back-ground of morals which lies behind the task of teaching any tongue, Latin or other; behind the handling of any branch whatever of human knowledge. Accordingly, the treatise is divided into two parts—Book 1 deals with the up-bringing of youth; Book 2 with the ready way to the Latin tongue. So anxious is he to arrive at this last, that he offers certain instructions in the opening paragraphs of the first book, which the modern reader may defer till he come to the last half of the treatise, and so give his whole attention to Ascham's view of the up-bringing of youth.

As we read the old scholar's remarks on the "ill-choice of students" we remember how his era differed from our own. His was the age when studentship was a profession for the few, not as now a condition of the many, if it might be accomplished for all. It reminds us of the time described by Dr. Creighton in an article in the *Contemporary Review** "When universities came into being," he wrote, "the great mass of mankind were ignorant, and were content to remain in ignorance; in a sense they were what we call uneducated. But we must not be misled by words and phrases. Men might not be able to read or write, but they were not for that reason unintelligent and incapable of forming a judgment about what affected their own life. They could understand and transact their necessary business with as much keenness as we can. They knew on what points their opinion was of importance, and on what

* A Plea for Knowledge.

points it was of little value. The universities maintained before their eyes in a concrete form the conception of knowledge and of its importance. They saw lads selected from among themselves from time to time to become students. They followed their careers with interest, and they respected their pursuits all the more because they did not themselves engage in them."

In Ascham's time, scholars were chosen deliberately: of a family certain members were, after careful thought, set apart for the life of learning: "of whom," Ascham writes, "must needs come all our Divines, Lawyers and Physicians."

"If," he declares, "a father have four sons, three fair and well-formed in mind and body, the fourth wretched, lame and deformed, his choice shall be to put the worst to learning, as one good enough to become a scholar. I have spent the most part of my life in the University, and therefore I can bear good witness that many fathers commonly do this."

If such a state of affairs appears incredible or exaggerated, we may compare (to our own profit if not credit) the conduct of fathers of the 16th century, with the general public's view of teachers in our own time, or (if the actual public of to-day has by the constant exordium of the few grown a little wiser) in a time which the middle-aged and elderly can remember well. How often has it been said of the family failure that he or she must teach. And worse still, if the failure were a woman and a very palpable failure, how often is it said, or has it been said, that she had better teach little children. Even now, sometimes we may hear the hasty judgment expressed "she has not brains enough to get a degree, she had better train as a Kindergarten Mistress." To

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say this is not to commit the vulgar error of imagining that the gifts of all teachers are alike: it is merely a protest against setting inferior brains first of all to teach, and then to teach little children. It is useless to urge that educationists, ancient and modern, protest as Locke did "the great Mistake I have observed in People's breeding their Children has been, that this has not been taken care enough of in its *Due Season*: that the Mind has not been made obedient to Discipline, and pliant to Reason, when at first it was most tender, most easy to be bow'd." The world of learning is ruled very largely by convention, not by educational theory.

Ascham has a good deal to say about what he calls the "best wits" for scholars, and what he says is pertinent. It is not the quick children who gain his suffrages. "These young scholars," he says, "be chosen commonly as young apples be chosen by children in a fair garden about St. James's tide: a child will choose a sweeting because it is presently" (i.e., immediately) "fair and pleasant, and refuse a Runnet* because it is then green, hard, and sour, when the one if it be eaten doth breed both worms and ill humours: the other if it stand his time, be ordered and kept as it should, is wholesome of itself, and helpeth to the good digestion of other meats. . . . For very grief of heart I will not apply the similitude, but here is plainly seen how learning is robbed of her best wits, first by the great beating and after by the ill-choosing of scholars to go to the universities. Whereof cometh partly that lewd and spiteful proverb, sounding to the great hurt of learning and shame of learned men that the greatest Clerks be not the wisest men."

* A pippin, so called from Rennes in Normandy.

not of more Moment to his son, and for which he more needs a Governor, than the Languages and Learned Sciences, forgets of how much more Use it is to judge right of men, and manage his Affairs wisely with them, than to speak Greek and Latin, or argue in Moods and Figures; or to have his Head fill'd with the abstruse Speculations of Natural Philosophy and Metaphysics: nay than to be well vers'd in Greek and Roman writers: though that be much better for a Gentleman than to be a good Peripatetic or Cartesian, because those Ancient Authors observ'd, and painted Mankind well, and gave the best light unto that kind of knowledge." Nor can we imagine that Locke and Ascham are at one by translating Ascham's learning into Locke's experience gained from a tutor: Ascham uses the word learning in its usual restricted sense, as the following passage shows:—"for some having better nature but less wit. . . do not utterly dispraise learning, but they say that without learning, common experience, knowledge of all fashions, and haunting all companies, shall work in youth both wisdom and hability, to execute any weighty affair. Surely long experience doth profit much, but most, and almost only to him. . . . that is diligently before instructed with precepts of well doing. For good precepts of learning be the eyes of the mind, to look wisely before a man, which way to go right, and which not."

And then Ascham clenches his argument by quoting from Erasmus, "the honour of learning of all our time," who "said wisely that experience is the common school-house of fools and ill-men: men of wit and honesty be otherwise instructed. For there be that keep them out of fire, and yet was never burned; that beware of water and yet was never nigh drowning; that abhor falsehood and never

break promise themselves." So, it is evident that Ascham does not mean "knowledge of the world" when he says learning. If the difference separating his theory from Locke's seem remote from and inapplicable (in its alien matter) to the educational problems which meet and vex us, we must remember first the dissimilarity of circumstances.

Ascham was writing when the whole body of scholars were, as we may say, set apart and chosen: the profession of knowledge was as marked then as, for example, that of medicine or engineering is now.

Locke again, dealing with the problem more than a century later when it is true that learning had descended from its high estate, and was becoming more generally diffused, yet wrote as he protests perpetually "for gentlemen." Neither of them dreamed of a time when London alone would contain a population nearly as great as that of the whole island in their day, or of the driving of vast masses of children into schools. . . And yet, for all this, the difference between them is one that separates educationists still: at any rate, in some degree, we have the old problem, dressed perhaps in a modern coat. Were Ascham alive now, we feel pretty sure that he would join the humanists, and band himself with those who hold that education is, in the main, a matter of training, of *mental* training as well as moral: while Locke would find that in the whirligig of time, his motto which he borrowed from Montaigne—education before instruction—had somehow slipped from his grasp for he who taught so much concerning the method which would carry "my young master" "farther in the world," would be forced surely to throw in his lot with those educators who clamour for a system which shall equip the young to attain success in practical life.

To some gropers in the night and chaos of education it appears strange that Locke and Ascham then, with certain thinkers now, should treat the two as antagonists: but it remains a fact that they did and do. Those who hold that learning and equipment must be, in an ideal state, the possession of one and the same individual, are still few, and their way is far from easy.

It is impossible here to follow Ascham through the pages in which he shows the "ready way to the Latin Tongue." It is enough, in these days when a "Grace" to retain Greek in Responsions at Oxford has been passed by only a small majority, to draw attention to his strenuous defence of the classic tongue. In glowing language, he declares "Athens by this discipline and good ordering of youth did breed up within the circuit of one City, within the compass of one hundred years, within the memory of one man's life, so many notable captains in war, for worthiness, wisdom and learning, as to be scarce matchable no not in the State of Rome in the compass of those seven hundred years, when it flourished most. . . . And besides nobility in war, for excellent and matchless masters in all manner of learning, in that one city, in memory of one Age were more learned, and that in a manner altogether, than all time doth remember, than all place doth afford, than all other tongues do contain."

And as the high-sounding names roll off his ready pen—Miltiades, Themistocles, Pericles, Alcibiades—Plato, Aristotle, Xenophon, Euclid—Demosthenes, Aeschines, Lycurgus, Isocrates, Thucydides, Aeschylus, Sophocles, Demosthenes and the rest, he launches his commanding argument in favour of the Greek Language—"Now let Italian and Latin itself, Spanish, French, Dutch and English

bring forth their learning, and recite their Authors, Cicero only excepted, and in one or two more in Latin, they be all patched clouts and rags, in comparison of fair woven clothes. And truly if there be any good in them, it is either learned, borrowed, or stolen from some one of the worthy wits of Athens."

In this forcible fashion does Ascham urge the claim of

"those divine men of old time."

By the omission from his list of the much-pushed German of to-day, we see that the problem is slightly different from our modern one. But it is doubtful whether Ascham would have been led, even by the facilities which a knowledge of German offers to those who study the Natural Sciences and the latest philosophical and theological criticism, to exchange these advantages for the serene wisdom of Plato or the eloquence of Sophocles: or whether he would even shift Dutch from his programme to let in its modern representative.

Lest any one should content himself with reading the first part of the Treatise only, Ascham places his defence of Greek in the portion entitled "The Bringing up of Youth."

But, as he expresses it, "this whole talk hath tended to the only advancement of truth in religion, and honesty of living, and hath been wholly within the compass of learning and good manners, the special points belonging to the right bringing up of youth." As we read these words, old-fashioned and quaint, as we reflect on the difference between Ascham's circumstances and ours, we may feel the remoteness of his age and outlook so great that we hardly expect to garner much from him. And yet if we turn to that Germany which did not exist for him, to a teacher there, Professor Rein of the University of Jena, and read his emphatic dictum—"Neither know-

ledge, nor goods, nor external actions are good in themselves, but only a good will. It must be the person's own will, developed by insight into the absolutely binding validity of the moral law or the absolute beauty of the moral ideal," we may observe that though the *form* of the educational problem may and does change with the passage of time and with difference of place, yet the *matter* of it remains, even curiously, the same.

GERALDINE HODGSON.

BOOKS FOR TEACHERS.—III.

R. E. HUGHES: *THE MAKING OF CITIZENS*.*

During the last twenty years an enormous amount of material on the educational systems of Europe and America has been collected and published by various Governments, as well as by private persons. Attempts have been made to collect and present this material in a systematic form by M. Levasseur for the French, and by several writers for the German reader, and Mr. Hughes has now done the same for English readers. In a very successful book which is something more than a compilation of statistics, he presents us with a complete and accurate account of the present system of education in the four principal countries of the world. Such statistics as he has introduced—and they are of course numerous—are rightly used as a means to an end, that end being the presentation of a reasonably clear and well-defined set of pictures illustrating the systems of education at work in England, France, Germany and the United States. "Statistics are used as guides, not gauges. Nothing more readily lends

* *The Making of Citizens: A Study in Comparative Education*, by R. E. Hughes, M.A. (Oxon.), B.Sc. (Lond.) (Walter Scott Publishing Co., Ltd. 6s.)

itself to abuse than statistical information, and therefore, throughout this book, the fact is emphasised that a direct comparison of system with system, by means of statistics only, is unscientific and misleading." Mr. Hughes has written in great measure for general readers—"for people, who, taking an intelligent and keen interest in the many pressing educational and concomitant social problems of modern society in England, are anxious to have a coherent and intelligible account of how these problems are being dealt with by sister peoples." To a large extent his material lay ready to hand in the Annual Reports of the Commissioner of Education, Washington, and the Special Reports of the English Board of Education, but the skill employed in selection and rejection, the general lucidity of the text and the tables, and the shrewd and far-seeing observations with which the book abounds are the author's own, and merit our congratulations and approval.

The book falls into fourteen chapters, the first being introductory and the second taken up with 'Some Social Problems.' Chapters III to VI deal with the Primary School systems of England, Germany, France and the United States of America respectively, Chapter VII with 'The Working of the Primary Schools' and Chapter VIII with 'The Higher Primary Schools.' Chapters IX to XII treat of Secondary School systems, though here France is discussed first and England last. Chapters XIII and XIV are respectively concerned with 'The Education of Girls' and 'The Education of Defective Children' and Chapter XIV consists of 'Conclusions.' Two appendices—one of which is concerned with the Bill of 1902—and a fairly good Index complete the volume. The chapters are models of scientific comparison and criticism.

Mr. Hughes is an idealist, and his ideal takes the form of a system under which the children of all classes shall sit side by side in the elementary school, and shall have equal opportunities of advancing through the secondary school to the university. He has much to say in praise of German and American education, but he is no indiscriminate eulogist. He sees much to criticise in English educational deficiencies, but he believes that the English have some things to teach, even to Germany and America. In America, practically, all children are trained in the one school, the common school. In France, nearly three-fourths of the children of the State attend the public primary school, the only school financed and controlled by the State. The French upper classes, however, send their children to the *lycées*, the Church secondary schools, or the conventual schools. 'The social-democratic idea does not exist in France.' Mr. Hughes regrets that in England the upper classes of society do not send their children to the public elementary schools. They prefer to send them to 'academies for sons of gentlemen,' and the like. In Germany social divisions are most marked in school life. Every class of society has its own particular type of school, and it is as difficult for a lad to pass from one school to another as in German social life it is to rise from one class of society to another.

CHARACTERISTIC NATIONAL DEFECTS.

Each national system, Mr. Hughes shows, has its characteristic defect. In England the defect is the tendency to compromise, which in 1870 resulted in England deliberately handicapping herself in the battle of the nations by delaying the provision of intellectual weapons for her citizens. Education in England has had to be pushed forward

against the dead force of inertia. There is no consistent system, no co-ordination, no grading of schools.

THE RELIGIOUS QUESTION.

Mr. Hughes walks delicately over the thin ice of the denominational question. He does not think the nation ought to leave the provision of education to sectarian charity. He does believe that education is the business of the State, and that the State should properly train the teachers, and that there can be no genuine education of the children, as distinct from instruction, without moral education, and moral education is impossible without the recognition of religion. Mr. Hughes praises the German School system for its perfect adaptation of means to ends. Its efficiency, combined with economy, has compelled the admiration of all. All German primary schools are denominational, but the greater part of the religion taught is non-sectarian, and there is right of withdrawal. In some towns two separate schools, Catholic and Protestant, exist under the same roof, and use the same playground.

GERMAN AND FRENCH TEACHERS.

The German teacher is the most highly trained of all school teachers—he is, in fact, overtrained. There is a tendency towards pedantry and professionalism which tends to restrict the development of individuality in the children. As regards France, Mr. Hughes deplores the complete secularisation of the State schools, and the tendency of the teachers to become active political agents. All French teachers are paid by the State, but the local authority—the Commune—may supplement the salary, and also has to provide a dwelling, or its monetary equivalent, for each teacher.

SHORTCOMINGS IN THE UNITED STATES.

Mr. Hughes admires the enthusiasm of

the Americans for education, and the general honour paid to teachers as men and women engaged in rendering a most important service to the welfare of the community. He lays his hand, however, on weak spots in the American system. The system varies with the State. There has been an unfortunate tendency to withdraw education from direct public control, and place it under the management of officials. American opinion is reverting to the belief that the people themselves ought to manage the people's schools. Too often the interests of the schools are made subservient to political jobbery. A disinclination to put compulsory laws into force has led to quite half of the children leaving school before they are eleven years of age, and three-fourths before they have reached the top class of the elementary school. It is confessed on all hands that the professional efficiency of American rural teachers is generally very low. Even in the towns and cities not one in four of the teachers has received any kind of training. In many cities the majority of the primary school teachers have received no education whatever further than that provided in the primary schools.

HOW ENGLAND MAY 'CATCH UP.'

Mr. Hughes's book, while in some respects depressing to the English educationist, is in other respects distinctly encouraging. Germany is ahead as regards the training of its teachers, and America in its popular enthusiasm for education; but if the English people will attack the problem in a serious and determined spirit, there is no reason why they should not catch up and outstrip the great rival commercial nations. A thoroughly democratic system, in which children of all classes shall meet and compete in the public schools; the establishment of the solidarity of education,

primary and secondary; recognition of the fact that the purpose of education is to place the child in touch with, and make him responsive to, the civilisation into which he is born, is the ideal to be aimed at. Mr. Hughes's book was presumably written before the introduction of the Education Bill. There is however, as we have said, a brief statement of the provisions of the Bill, in an appendix. It is impossible to read Mr. Hughes's book without being continually reminded how far short of his ideal the Education Bill falls. That Bill seeks to perpetuate the very compromise which, in Mr. Hughes's view, is the root of bitterness in the English educational system.

SOME CONCLUSIONS.

We wish it were possible to quote *in extenso* Mr. Hughes's chapter on 'Conclusions.' We must content ourselves with a summary of it which shall be as far as possible in his own words. "The whole drift of our investigations points to this one main conclusion. Every country has, in the main, that system of training best adapted to its present needs, and most capable of developing in such a way as to meet future national needs. Although, however, each system is characteristic, yet they all reveal certain general tendencies which show unmistakably the growth of world-citizenship that is going on all over the globe. The differences in national idiosyncrasies seem to be slowly disappearing. Similar movements may be observed agitating the mass, whether that be European or American. Certain aspects of this problem of national education are becoming more prominent and well defined as time grows older." These movements we may summarize thus:

(i) That towards free social equality, seen especially in the recognition of the equality of the sexes.

(ii) The lengthening of the school-life.

(iii) "The tendency, developed to some slight extent in France, to a greater extent in Germany, to a still greater extent in England, and most of all in America, towards materialising in education the democratic ideal which in very different degrees is agitating and troubling these peoples." In primary education the ideal is realized in the common school for all classes such as exists only to any appreciable extent in Wales and America. In the secondary school the movement is discernible in the constant, and partially successful, efforts to dethrone the classics from their position of supremacy. The danger is that with the passing of the classics the true humanistic spirit may disappear. Nor is it socially well that the future citizens of the state should be divided into 'classical' and 'modern' camps. How then is it possible to frame a curriculum which shall serve for all? Premising the independence of the school and the solidarity of education, primary and secondary, our author says, "The purpose of education is to place the boy or girl, child of peasant or peer, *en rapport* with the environment—to make the world in which they live intelligible to them. This world is made up of two factors—nature and man—which may be thus further sub-divided:—

1. Nature as Organic and Inorganic.
2. Man as thinker, actor, and worshipper, in which are respectively included the Theoretical, the Practical, and the Æsthetic sides of man.

Within these five directions lies the whole field of all true education. These are the five fundamentals of training... These are the five gateways that open into the world of childhood and through these alone may the child reach the world of a full, rich, manhood.

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All are indispensable and no curriculum may omit any." The following table exemplifies the scheme in its development, completeness, and solidarity:—

	Natural Studies.		Humanistic Studies.		
	Inorganic.	Organic.	Theoretical.	Practical.	Æsthetic.
Elementary School.	Arithmetic and Elementary Physical Science.	Geography and Nature Study.	Reading, Writing, and Grammar.	National History.	Poetry, Drawing, Songs, &c.
Secondary School.	Algebra, Geometry, Trigonometry.	Physical Geography, Astronomy, Geology, Biology, Physiology.	Ancient Languages, Modern Languages (Philosophy).	International History.	History of (English) Literature. A special study of a standard author. Rhetoric (i.e., the Elements of Composition, Oral and Written), Drawing, &c.

"In each of these five columns of the secondary school are included a considerable number of subjects, such a number, indeed, as obviously would make it impossible to include them all in the secondary school curriculum. That, however, is neither necessary nor desirable. The subjects in each individual column are considered as mutually equivalent, and therefore interchangeable. These, indeed, are the true electives. They are intellectually equivalent. Their culture-content as well as their discipline-value are considered equal. So long as each of the fundamental groups is represented, the pedagogic demands of a scientific curriculum are satisfied. That is the only area within which the system of electives is legitimate."

Having thus discussed certain aspects of these systems, Mr. Hughes closes his book with some remarks on the international movement itself.

"What is the true significance of this general movement towards national training and

whither wends it? *Quousque tandem?* Of its possible, and indeed probable, effects on the physical stamina of the race we have already spoken, and nothing remains but to say something as to the probable direction of development. It has been assumed that the education of the future will consist in the early specialisation of each individual—that as time goes on the sphere of individual activity will become less extensive and more intensive, and that consequently such social specialisation will lead to what may be termed anatomical specialisation; so that, instead of a man of general culture being the ideal, life will demand and obtain beings whose special aptitudes have been so developed as to result in the atrophy of many other functional organs. This view is, we believe, wrong, and, to those who read history and comparative ethnology aright, the converse appears true.

It would seem, indeed, that the one essential distinction between different grades of civilisation—between the Bushman and the Aryan,—between primitive man and the modern European,—is in the difference of variability and adaptability to different environments. The European is cosmopolitan, the Papuan indigenous.

The training of the future will be less concerned with instruction and more with education. It will be recognized that all the child, not some of him, must be developed and trained; that the nurture and growth of his body is a duty not less indispensable than that of his soul or mind; that adaptability, not specialization, is the object of all true culture; that not one or other aptitude must be tended, but all, if any, are to be strong. Man will not live by bread alone, even in the future; he will need more than ever that broad, deep, humanistic culture without which there can

be no life. Rather than early specialisation, the new age will need an ever-increasing and ever-widening stream of liberal training, strained and tintured by no polluted feeder of utilitarian studies, but fed by the bright and pellucid, sparkling and limpid streamlets that issue from the pure regions of some Parnassian height. The school of the future will have as its task, not the manufacturing of coming electricians and chemists, but of highly skilled and fully cultured intellects prepared for all the problems of life, not some of them. The technical and professional school will follow the national school. In this last school all citizens will receive that equipment of liberal culture which is the one indispensable to a successful professional training.

The school of to-morrow will aim to produce mental alertness in its pupils and to supply the nation with a corps of trained intelligences. The national strength and greatness will be estimated in terms of trained intelligence, not in bullion or acreage. The school will turn out minds intimately cognisant with all the forces of nature, and prepared to yoke them all to the common needs, finding the freedom of humanity in the serfdom of nature, and building their own liberty on their skill and wisdom, not on their fellows' ignorance. The old-world fallacies, that the liberty of the higher postulates the slavery of the lower, and that social distinctions are decreed of Heaven, must give place to the more generous faith of freedom and equality for all. And as man goes on conquering nature and yoking her forces to his needs, less and less will the necessity be felt of maintaining special classes of society for special spheres of duty. There will be no need for a labouring class and no room for a leisured class."

ANON.

THE REFORMATORY SCHOOL, CHINGLEPUT.

The Reformatory School, Chingleput, is located in a spacious compound very near the railway station. It has several good buildings, conspicuous among which is the hall set apart for the weaving department, which is so well ventilated and lighted that it leaves nothing to be desired so far as the building goes. The gymnasium and the play-ground are located under a number of shady trees which protect the pupils from the scorching rays of the sun during play-hours. It speaks well for the wisdom and humaneness of the British Government that it should have established such a good school of correction for boy criminals. Since in the case of boys the emotional faculties only play their part while the higher ones have not been developed, their actions are neither deep-rooted nor well-conceived, and hence they have a claim to a more lenient punishment than the adults who richly deserve the incarceration provided for them. It is not only the lightness of the punishment inflicted upon these boys that is commendable; there is something else that is more praiseworthy even than this. The boys are given a sound primary education whereby they are led to distinguish between right and wrong and are also taught that, while virtue and honesty are attended with peace of mind as well as with pecuniary reward; wickedness, dishonesty and roguery are always condemned and treated with severity.

The boys are also given a good industrial education and each is free to choose his own profession, e.g., weaving, tailoring or smithcraft. By this means they are trained to some line of useful work, and when they are sent out of the school they have less excuse for falling a prey to idleness which is so often the mother

of vice. Thus the school not only tries to preserve these boys from falling again into their old vicious habits but also to suitably equip them for their struggle in life.

How does this school differ from other or ordinary schools?

The school is an institution for minor convicts—convicts between 11 and 15 years of age. They are let out on the completion of their eighteenth year so that the least period of their stay is three years and the highest seven years. Under this arrangement a boy eleven years old, though he commits a very small crime, is confined for seven years and one fifteen years old, though he commits a serious crime, is locked up but for three years.

Boys who have been sent to the school are taught from the infant up to the fourth standard, and are sent up for the primary school examination if they are prepared for it before being released. The boys are given instruction in drawing, and as has been said, one noteworthy feature of the school is that Industrial education (which is now so much talked of as the only hope of the future generations of India) is imparted side by side with general education. It is a misfortune that such a plan is not carried out in any of the ordinary schools in this Presidency at any rate. There is no doubt that if such schools are established at any rate in some of our important centres of education, India will be considerably benefited at no distant time.

In this connection it may perhaps be suggested that the Madras School of Arts might turn its attention to its proper and legitimate sphere by giving instruction in the various arts, and that instruction in technical subjects might be given in some of the important training schools in this Presidency side by side with general education, so that the teachers also may know something of everything.

The technical instruction may be classified thus:—

- I. Work in aluminium.
- II. Weaving.
- III. Carpentry.
- IV. Tailoring.
- V. Smithcraft.

To distinguish the pupils learning the various arts, the boys of the aluminium department have a letter "A" made of brass fastened to their caps; those who learn weaving, a shuttle, carpentry, a chisel, tailoring, a pair of scissors, and blacksmithing, an anvil. Each boy is provided with a suit of the same pattern. The caps are all white and somewhat triangular in form.

The monitorial system is another striking feature of the school: The monitors in most schools are employed to note down the numbers after each lesson, to bring a piece of chalk in the absence of a peon, to mark down attendance if the teacher is late, to clean the board, to collect fines for absence without leave, and sometimes also to go to the headmaster's room and ring the bell if the peon is engaged in looking after the headmaster's private affairs. This is not the state of things at Chingleput. For the five classes there are five head monitors and about fifteen assistant monitors. Each head monitor has a blue cap with a red border, and each assistant monitor, a white cap with a red border to distinguish them from other boys. Moreover each monitor is identified by his wearing a brass badge in the form of a star. The assistant monitors are for drill, for gymnastics and so on. As these monitors are chosen from the exceptionally good boys, they are given a certain amount of freedom. They have to watch over the conduct of the others both during and after class hours and make a report to the

headmaster. This system, besides creating emulation in other boys to aspire to that position by honest endeavour, keeps up a careful supervision over the conduct of all the boys and thus renders the management somewhat easier.

The boarding system in all its rigidity is another marked feature of the school:—Early every morning each boy is given a round cake of bread which he washes down by a cup of cold water; and he has a regular routine of work to which he attends. Afterwards he is served twice a day with ragi porridge seasoned with sauce. Each is allowed a fixed quantity and if a boy wants more he can get it only from another boy who cannot eat so much, and will willingly part with a portion of his share. If a boy happens to be a Brahmin and does not like to eat with non-Brahmins he is allowed to cook for himself if he chooses and if the number of such boys be six or more they are allowed one cook. At about 8 P.M. each boy is shut up in a small room of about six feet by four which is furnished with some coarse bedding and is separated from its neighbours by a partition of iron wire gauze. Conversation is forbidden after that time. There is a night school for some of the elderly boys. Sunday is not observed as a holiday. Some of the assistant masters supervise the work of the boys.

Within the same compound there is also a hospital for the boys which is daily visited by the District Medical Officer, besides whom there is also a special hospital assistant to look after the health of the boys. The infirmary attached to the hospital is a very well ventilated and appropriately furnished building. In fact one is reminded at every stage, of the education given to boarders in the Jesuit

Colleges with its rigid discipline, its boarding system, its hospital and its infirmary.

The system of copy-writing adopted here is interesting and commendable. In every printed copy-book the first line contains the printed model to be followed by the boys. Now, instead of beginning with the second line and working down to the foot of the page, the boys of this school are made to begin from the last line and proceed up to the second, by which means the model is constantly kept before their eyes, a method which is certainly more advantageous than that generally followed in other schools, though it necessitates more blotting-paper and perhaps more smudges! As regards the much talked of method of instruction, while the Teachers' College authorities perhaps insist too much on "Eliciting," some of the teachers here fall too much into the other extreme of "Telling."

In order to maintain discipline and good behaviour, many plans are adopted. There is a stereotyped system of rewards and punishments. A boy who behaves well continuously for a week without getting any black mark is given a present of one anna for every such week. If he continues so for about a year he is given certain brass rectangular badges to be worn on the breast, and for each badge worn he receives two pies. Only such well-behaved boys are made monitors. Moreover these monitors and other well-behaved boys are allowed to sleep outside and are not always compelled to occupy the small rooms allotted to them. Moreover the class marks are added at the end of every three months, and the boys that get more than one-third of the maximum number of marks are given certain presents in the shape of money, half of which is deposited to their credit in the Bank, while the other half is given to them

for private use and is usually spent on sweetmeats. The system of rewards again bears a close resemblance to that followed in the Jesuit Schools, where boys who do well both in the study hall and in the play-ground and who prepare their catechism lessons carefully are sent for by the Prefect of Discipline every Wednesday and are given pictures of the Virgin Mary or some saint or saints. Boys that specially distinguish themselves in class are given plantains and bread gratis every evening. There are two kinds of prizes awarded every year called "Excellence" and "Diligence," prizes, when not only are the clever and intelligent boys rewarded for their proficiency but also the studious ones, who, though not very clever and bright in the class, have been industrious, painstaking and diligent. Again boys that prove themselves to be of exceptionally good character are appointed as monitors and are even permitted to go out of the college compound during recreation time and also to mix freely with the day scholars.

There is also a graded system of punishments inflicted upon the boys for misconduct and neglect of duty, and in each case the punishment is more severe than that which we have in our ordinary schools. First of all, the teachers, almost all of them, make rather a free use of the rattan when the boys fail to repeat their lessons or when they are found inattentive and mischievous in the class. If they continue to be negligent and inattentive even after repeated warnings, they are confined to their solitary cells even during play-hours and are not allowed to take part in any kind of rejoicing. Faults graver than these, such as criminal hurt inflicted upon others, moral delinquency, etc., are attended with still more severe punishments which usually take

the form of penal diet. Boys found guilty of serious crimes are given their food without salt for a number of days till they give proof of deserving better treatment. With a sort of Louis Khune's diet, ragi porridge without salt and sauce, the juvenile offender, almost famine-stricken, is generally likely to come round in two days; however for very young boys this kind of punishment is no doubt a little too severe.

Here again the treatment very much resembles the manner in which the boarders as distinguished from the externs or day-scholars are treated in the Jesuit Schools. At first for slight faults, they are given light punishments, but as the faults become of a more serious nature the punishments also take a severer form. Boys failing to attend the mass at the exact time or to repeat their catechism lessons, and boys plucked in more than three subjects in the monthly and terminal examinations are made to kneel down before the chapel during all recreation hours for about a week, while boys found guilty of petty theft or any such malpractice are served their meals without ghee or buttermilk for a number of days, besides being prohibited from taking any part in any kind of festivity or rejoicing.

As regards the work done by the Chingieput boys, some of the drawings are distinctly creditable and win the entire satisfaction of the observer. A looker-on cannot but feel happy at seeing the way the boys do their drill and gymnastics. The uniformity with which they march and the absence of that shuffling and talking which are characteristic of the ordinary drill class, are noted with great pleasure. Some of the boys in the school perform gymnastic feats, which, it can be safely said, would do credit to any first-class gymnast. Enough has been said to show that the

Reformatory School is a great boon to the Presidency. It corrects these minor convicts in the best manner possible and provides boy criminals with an industrial knowledge that enables them to earn their living after they go out of the school, and even, with the necessary capital earned by good conduct and good work shown in the school, small though it may be, to start some business independently.

A school like this amply repays a visit and affords additional proof, if such were needed, of the wisdom of the British rule in India and the solicitude of the British Government for the welfare of its people.

C. S. S.

THE TEACHING OF ELEMENTARY GEOMETRY. *

I feel deeply the honour and responsibility of being permitted to address so influential a body of teachers on the subject of mathematical teaching in schools. I presume you wish to hear some of the details of the great scheme of reform which has been drawn up during the past year, principally in the matter of geometry, by the various Committees which have been working for the last twelve months.

A British Association Committee was appointed in 1901, chiefly at the instigation of Prof. Perry, and it presented its report on arithmetic, geometry, and algebra at Belfast last September. This report deals with broad lines of reform. In January, 1902, the Mathematical Association appointed a Committee, composed principally of masters in public schools within reach of London, and this Committee has been considering details within the lines laid down by the British Association Committee. The report of the Mathematical Association Committee has been published (Bell, 6d. net), and the energetic Hon. Secretary of the Committee, Mr. Siddons, of Harrow, has been most strenuous in laying it before various

* A lecture delivered at the Winter Meeting of the College of Preceptors (January 8, 1903) by A. LODGE, M.A., Professor of Pure Mathematics, at the Royal Indian Engineering College, Coopers Hill.

important examining bodies, with the happiest results. The Oxford and Cambridge Local Examination Boards have practically adopted it. The Oxford Board of Responsions also has laid down new provisions in harmony with it, and other examining bodies are considering what movements they can make in the same direction.

In geometry all are agreed, in the first place, that young pupils should be well drilled in measurements and in the use of instruments, drawing simple figures and making simple constructions, and accumulating geometrical ideas, before they begin deductive geometry. The first thing to do is to get them interested, and to arouse and cultivate the imagination and the geometrical instinct. With interest roused, everything will follow; without it, nothing worth having. The pupils should be encouraged to measure various lines and angles, and to calculate areas and volumes from their own measurements. They should also be taught to estimate by eye various angles, lengths, areas, volumes, &c., and then verify their guesses. They ought to learn how to draw lines of the same length in different directions, to bisect, trisect, and otherwise subdivide them accurately by eye. There is no reason why they should not do some of this work on the blackboard. They should also learn to bisect, trisect, and otherwise subdivide angles by eye, and of course verify, with a protractor, the accuracy of the attempts. The angles of triangles, and the angles connected with parallel lines, should be considered, and the facts concerning them thoroughly assimilated, as also the meanings of complementary and supplementary angles, vertically opposite angles, alternate angles, &c. The rotation notion of angles should be well instilled. The angles turned through by the Earth in 24 hours, 1 hour, &c., and the time taken by it to turn through specified angles corresponding to the difference of longitude of interesting places, make good illustrations; or the angular movements of the hands of a clock; also the angles turned through in going a walk. In this last case the use of positive and negative angles would neatly come in; moreover, the specified routes could be plotted—*freehand* as well as by instruments—to encourage accurate feeling as to relative lengths and angles.

Such matters as the addition and subtraction of rotations are important since the fact that the

exterior angle of a triangle is equal to the sum of the two interior opposite angles, and that, in the case of parallels, the alternate angles are equal, become obvious home truths by such means. The early work must be mainly numerical—actual measurements of lines and angles being made, and figures drawn from numerical data—as we must remember that arithmetic at this early stage is the whole of the learner's stock-in-trade.

A good deal of geometry may be taught in an interesting manner by the drawing of geometrical ornament: i.e., ornament based on straight and curved lines arranged in patterns—interlacings, zigzags, dog's-tooth ornament, tile-work, interlaced and concentric circles, regular polygons, star-shaped polygons, rose-windows, &c.; also compass-cards, with angles in degrees as well as in points of the compass; clock-faces, with angles in degrees, &c. Again, the regular division of a plane into equilateral triangles, squares, and hexagons—the last being built up of equilateral triangles—is instructive, particularly if care is taken to make the pupil draw the figures accurately. For home-work a little artistic effect might be added by encouraging harmonious colouring in either paint or chalk.

When the deductive course is begun, whether at the public school or earlier, it would be perfectly easy for the pupil to go through the early part of this course at a rapid rate if he is familiar with the figures and theorems with which he would have to deal. He would, in such case, be ready to appreciate a logical sequence of theorems. The constructive course would still be continued, but quite separately from the theoretical course—probably at a separate hour. In most cases, in the practical course, the constructions should be discovered by the pupil himself. Most of them (when properly graduated) present no difficulty if tackled in this way, which is stimulating; whereas it is demoralizing to be told simple things which could easily be found out by the pupil himself. He must be taught to write down neat proofs of the constructions depending on the theorems he has learnt in the parallel course; and, of course, he should be guided to the best form of construction in cases in which he does not discover it himself. No slovenliness must be permitted in either the theoretical or the practical course.

In deductive geometry it has been agreed that the course should be entirely a course of theorems, instead of a mixture of theorems and problems. This will enable beginners to get a better grip of the theorems and their mutual relations. Proofs should, as far as possible, be based on first principles, so as to avoid long chains of dependent proofs. Besides this, examining bodies are agreeing to the omission of such theorems as may be said to prove the obvious, and one or two others, such as I. 7, the proof of which is very long and tedious and not needed.

It would probably be better to teach the theorems as far as I. 32 without giving the pupils a text-book. They should understand that the course is intended to teach them how to put in an orderly, neat manner the proofs of geometrical truths which they already know. Euclid's order is not the best order in which to teach these theorems. The first theorems should be those connected with angles: e.g., I. 13, 14, 15. As a rider, the pupil might prove that the bisectors of the angles between a pair of intersecting lines are at right angles. Then would naturally come the theorems relating to parallel lines. Then would follow the theorems relating to triangles. Here the order of the propositions is very much in the discretion of the teacher, and (certainly in preparatory schools) a great deal of latitude should be allowed. The first theorem might well be that the three angles of a triangle add up to two right angles, as it follows at once from the theory of parallels, and is always the first property assumed in trigonometry, and is of fundamental importance. There will be a number of corollaries to this proposition to which the student should be guided, and which he should then state categorically: for example, the various parts of I. 32, I. 16, 17, and the converse of 17; also that, if two triangles have two angles in one equal to two angles in the other, their third angles are equal.

All these angular theorems can be usefully illustrated by rotations. Thus, if a line AB rotate round A through the angle α , and then round B through the angle β (in the same direction of rotation), the angle it makes with its initial position is obviously $\alpha + \beta$. On drawing the figure, we see that it proves (or confirms) the fact that the exterior angle of a triangle is equal to the sum of the interior opposite angles. Again, if a line AB rotate round A through the angle α and then round B through the same angle, but in the opposite direction, it obviously makes no angle with its initial position, and therefore cannot meet it. This is a confirmation of the fact that two lines are

parallel if the alternate angles are equal. Many similar theorems could be exemplified by rotations in the same sort of way. It is to be observed that these illustrations of the theorems might finally be admitted as proofs. There is, ultimately, no distinction between the two things, and a proposition, if true, may usefully be proved in many ways.

Then would come the theorems relating to isosceles triangles: I. 5 and I. 6—"If two sides are equal, the angles opposite to them are equal"; and, "If two angles are equal, the sides opposite to them are equal." The neatest proofs of these are probably obtained by imagining a duplicate triangle drawn, and using the method of contrary superposition; or they can be proved by folding. The corollaries relating to equilateral and equiangular triangles should be mentioned.

Then I. 18 and 19. The pupils could easily realize the truth of these theorems by considering a triangle, "originally isosceles," having one side made longer. Important corollaries are: "The perpendicular is the shortest distance of a point from a line"; and, "Of all obliques, those nearer the perpendicular are less than those more remote, being equal in pairs on either side of the perpendicular and equidistant from it."

I. 20 might come here, if not earlier. Its place depends on the definition of a straight line. Some books define it as the shortest distance between two points.

I. 21 shows that the nearer a broken line approaches to straightness the smaller is its length. (When it finally becomes straight its length has the smallest value and the angle between its parts is 180° .) This proposition is omitted by the Board of Responsions, but it is good as a rider, even if not included in book-work.

Then would come the theorems relating to the congruence of two triangles:

I. 26. "If two triangles have two angles of the one equal to two angles of the other and the included sides equal, the triangles are duplicates (or congruent)." Proved by superposition.

I. 4. "If two triangles have two sides of the one equal to two sides of the other, and the included angle equal, the triangles are duplicate." Proved by superposition.

I. 8. "If two triangles have two sides of the one equal to two sides of the other, and likewise their

bases equal, the triangles are duplicates." Proved by I. 5, using the method of contraposition.

I. 24, 25. "If two triangles have two sides of the one equal to two sides of the other, then, if their included angles are unequal, their bases are unequal; and, conversely, if their bases are unequal, the included angles are unequal: in either case the greater angle being opposite the greater side." These should also be given as applying to one triangle with an increasing angle, and shown to prove III. 7, 8.

The ambiguous case should be carefully explained, and the proposition that "right-angled triangles having a hypotenuse and side of one equal to a hypotenuse and side of the other, are congruent," should be proved [by contraposition]. It is a useful proposition, though I. 47 supersedes it.

[In all cases of congruence of triangles equal angles are subtended by equal sides.]

Next should come two important loci:

(1) The locus of points equidistant from two given points A, B is the perpendicular bisector of the line AB ; i.e., every point in the perpendicular bisector is equidistant from A and B , and no point off it is equidistant from them.

(2) The locus of points equidistant from two given straight lines is the bisector of the angle between them, or, rather, the pair of bisectors of the angles between them.

This finishes the first group of theorems, viz., to the end of I. 32.

The theorems should be so taught that the pupil realizes their truth before he proves them. He can hardly be expected to make up the proof, but he should be made a party to it as much as possible.

I. 33, 34 deal with parallelograms. Here might come discussion of their properties, e.g., diagonals bisect each other; definition of rectangle and square; general discussion of quadrilaterals, kite, rhombus or lozenge, &c. Pupils often think "quadrilateral" means "parallelogram."

The remaining theorems in the First Book deal with areas, and a considerable amount of numerical work in areas must be done. The use of squared paper will come in usefully here as affording a ready means of verifying the calculated results, and also giving practice in co-ordinates, as the angular points might often be given by their co-ordinates.

Several important theorems depending on I. 34 and introducing numerical ideas should be intro-

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duced at this stage. They are of fundamental importance and can hardly be introduced too early:

(1) If two adjacent sides of a rectangle are divided into any number of equal parts, and lines are drawn through the dividing points parallel to the sides of the rectangle, the figure is divided up into a network of equal rectangles.

(2) If one side of the given rectangle is divided into m parts and the other side into n parts, the number of small rectangles is mn .

Corollaries or deductions.—(1) If one side of a rectangle is m inches long and the other is n inches long, the area contains mn square inches. (2) If one side contains m centimetres and the other contains n centimetres, the area contains mn square centimetres. Similarly with millimetres. (3) If one side contains m tenths of an inch and the other contains n tenths of an inch, the little squares of the network are each $\frac{1}{100}$ of a square inch and there are mn of them. (4) General deduction: The area of a rectangle is equal to the product of the lengths of two adjacent sides. The above cases can be algebraically expressed by saying the area = m in. $\times$ n in. = mn (in.)²; m cm. $\times$ n cm. = mn (cm.)²; m mm. $\times$ n mm. = mn (mm.)²; m ($\frac{1}{10}$ in.) $\times$ n ($\frac{1}{10}$ in.) = mn ($\frac{1}{100}$ in.)²; and so on.

(3) If a straight line be divided into any number of equal parts and a series of parallel lines be drawn through the points of section, every line crossing the system of parallel lines is cut by them into the same number of equal parts. The proof depends on I. 26 and I. 34. All dividing of scales depends on this theorem; so that plenty of practice can be given.

Corollary or deduction.—If a line is drawn parallel to the base of a triangle, it divides the sides proportionally.

The proposition and corollary are important, as so many geometrical drawing constructions depend on the knowledge of this property of parallel lines crossed by transversals.

Some problems could be given illustrating the fact that triangles (or parallelograms) of the same height have areas proportional to their bases; so that Proposition 1, Book VI, is already anticipated at this stage.

The practical method of obtaining the area of a polygon by reducing it to a triangle should be shown immediately after proving that triangles on the same base and between the same parallels (or of the same altitudes) are equal in area. Numerical examples should be given, illustrating the fact that a judicious

selection of the final triangle is a great aid to calculation.

It is curious how late the practical books put area calculations. But the teacher can modify the order as he pleases. The only needful thing is that practical mensuration should accompany the theory of the second part of Book I—not necessarily in the geometry hour, however, as the work is arithmetical.

In connexion with I. 47, a good deal of work with squared paper is possible: e.g., square roots can be graphically obtained by expressing a number as either the sum or the difference of two squares. For instance, $13 = 4 + 9$; therefore $\sqrt{13}$ is the hypotenuse of a right triangle whose sides are 2, 3. Again, $27 = 36 - 9$; therefore $\sqrt{27}$ is one side of a right triangle whose hypotenuse and other side are 6 and 3; and so on.

Book III by common consent should come next. It should be preceded by an exemplification of the symmetry of a circle about its diameter, shown by folding, and clinched by showing that the two parts must coincide merely because all radii are equal.

Two concentric circles cannot have a common point, merely because all radii are unequal. Two non-concentric circles have a common line of symmetry, viz., their line of centres. If they meet in one point only, it must be on their line of centres, as every other point has a "double" or "image" in this line. Proved by folding, with wet ink if needful.

Every chord is bisected at right angles by a diameter, or, in other words, the perpendicular bisector of a chord passes through the centre. This follows at once from the locus theorem in Book I.

The only theorems to be learnt in this book are: 3; 7, 8, 9; 14, 15; 16, 18, 19 (as one proposition); 20, 21; 22; 26 to 29 (proved by superposition, except where I. 8 is needed); 31, 32; 35, 36, 37. And, even of these, some examining bodies do not require 7, 8, 9, or 26 to 29.

The practical work in connexion with Book III would be chiefly Book IV: i.e., the ordinary work on inscribed and circumscribed polygons which come in the books on practical geometry. It is important not to give a number of empirical rules which are either not accurate or difficult to remember. But for students of trigonometry some of the approximate methods would afford very good practice, estimating the degree of the approximation.

In fact, as far as possible the teacher should use these practical geometries as *text-books*, in the strict

sense of the term, giving out the problems as texts, and asking the pupils to write the sermons, afterwards improving on or adding to their solutions as he thought best. I believe it would be far better for the first practical course to be taken without giving a text-book to the pupils, and that they should first have the text-book when they are revising and filling up gaps.

Book II is essentially devoted to proving that algebraical methods and theorems are applicable to geometrical areas. It would be wise, therefore, to prove No. 1 geometrically; but the others can be neatly proved algebraically, if desired. The diagram of No. 4 should, however, be well assimilated, with its more general analogue representing $(a + b)(c + d)$. This, however, is just as much exemplifying algebra by a geometrical illustration as it is exemplifying geometrical truths by algebraic formulæ. It combines both subjects. The propositions that, if P is any point on a line AB whose middle point is at C ,

$$PA^2 + PB^2 = 2(PC^2 + AC^2)$$

are recommended to be omitted as *propositions*, but they should be taken as particular cases of the important rider to II. 12, 13, in which P is any point in the plane. They should not be proved in the heavy manner of Euclid. 12 and 13 should be stated in their *projection* form, and as soon as possible their trigonometrical form of statement should be given. They are really immediate deductions from I. 47, and might well be proved algebraically from that theorem.

Book VI, freed from the difficulties of incommensurables, presents very little difficulty, and, indeed, teaches very few geometrical truths, though those few are of great importance.

The introductory Proposition 1 is short and simple. Then comes No. 2, which could, perhaps, be proved more convincingly another way, more in accordance with the spirit of the book, by taking it as a deduction from the theorem mentioned above, relating to a number of equidistant parallel straight lines crossed by transversals.

Propositions 3, A, though very important, and having a neat locus, $PA:PB = \text{constant}$, associated with them, do not really belong here, but rather to the end of the book. However, so long as the pupil realizes this, it does not matter when they are learnt.

Propositions 4, 5, 6, 7 are all provable by super-

position, except where I. 8 is needed. It is better to use this general and fundamental method. The pupil should see that they are all conditions for similarity of two triangles, and that No. 8 is a cautionary proposition showing possible, but not necessary, similarity—having its analogue in connexion with tests of equality of triangles.

Then come a number of propositions, which need not be learnt, as they are included in the fundamental formulæ:—

$$\begin{aligned} \text{Area of parallelogram} &= \text{base} \times \text{height} = ab \sin(a\hat{b}), \\ \text{triangle} &= \frac{1}{2} ab \sin(a\hat{b}) \end{aligned}$$

The Mathematical Association Committee suggest that one proposition should be proved, viz.: "Equiangular parallelograms, or triangles having one equal angle in each, have their areas proportional to the areas of the rectangles contained by the sides about the equal angles."

Then 19 follows immediately in the form: "The areas of similar triangles are proportional to the squares on corresponding sides." Or, rather, it should be proved in like manner.

The remaining theorems are 20, 22, 31, 33, B, C, D, from which the Cambridge Local Syndicate cut out 22, 31, B, C, leaving only 20, 33, D. In any case the book is now quite short and easily assimilated.

It should be supplemented by the theorems that rectilinear figures are similar if their corresponding sides are parallel and the lines joining corresponding vertices are concurrent; and that, if the corresponding sides of similar figures are parallel, the lines joining their vertices will be concurrent.

The practical work in Book VI will chiefly be devoted to enforcing the meaning of the different trigonometrical ratios, applying them to problems in right-angled triangles, problems in surveying and heights and distances, which previously the pupil would have solved graphically on the assumption of similarity. Now, by *short tables*, he can solve them by calculation. He should learn the three forms of I. 47: viz., $\sin^2 \theta + \cos^2 \theta = 1$; $\tan^2 \theta + 1 = \sec^2 \theta$; $1 + \cot^2 \theta = \text{cosec}^2 \theta$; and verify by numerical work in the tables—very good practice in contracted multiplication. There will also be a considerable number of problems in practical geometry which will be open to the pupil as soon as he has done the first seven propositions, together with the concurrent theorems mentioned above.

The time set free by the above considerable shortening of the Euclid course would enable

students with mathematical ability to go on more speedily to higher plane geometry, both pure and analytical, and to solid geometry, including practice in plans and elevations of solids.

INDUSTRIAL EDUCATION.

We are indebted to the *Madras Mail* for the following abstract of an interesting paper read by Mr. Alfred Chatterton before the North Arcot Teachers' Association at Vellore, on Saturday, the 2nd May.

As the outcome of the Simla Educational Conference a Special Commission was sent round India in the early part of 1902 to gather information respecting Industrial Schools, and to report what steps should be taken to place industrial education on a satisfactory footing and render existing institutions of practical use in developing the material resources of the country. The Commission has long since presented its Report to the Government of India but, as yet, no action has been taken thereon, and in consequence the Government of Madras have been unable to do more than keep things going, pending the declaration of a definite policy in regard to Industrial Schools by the Government of India.

INDUSTRIAL EDUCATION IN S. INDIA.

The first Industrial School started in the Madras Presidency was established by the late Dr. Alexander Hunter in Madras in the year 1850, and was soon afterwards taken over by Government and is now what is known as the Madras School of Arts. For eight-and-twenty years it was the only institution in which industrial training of any kind was given; then in 1878, an Industrial School was opened at Nazareth in connection with the S. P. G. Mission, followed in 1884 by the well-known Mahomedan Industrial School, the Anjumani-Muffidi-Ali-Islam, Madras. Still later, other Missions and several District Boards started similar institutions and at the present time, including the School of Arts, there are 14 such schools in active existence. Excluding the School of Arts, which has only of late years carried on industrial operations on a large scale, the business done by each institution is very insignificant, and the sum total for all the schools representing the value of work turned out in a year, is less than that of many private factories. Measured by the amount of work done—and this is probably the best criterion by which we can estimate the value of the efforts made to improve industrial education—

it must be said that so far Industrial Schools have exerted very little influence for good or ill, on the industries of the country. The list of industries taught in these schools includes carpentry and cabinet-making, blacksmith's work and metal work, carpet-weaving, cotton-weaving, tailoring, printing and rattan work, and it will be at once observed that no mention is made of the most important industry in India—agriculture—which gives employment to such a large proportion of the population.

• AGRICULTURAL EDUCATION.

It is true that there is a Government College of Agriculture with an experimental farm at Saidapet which trains educated youths in the scientific principles of agriculture, but there is absolutely no institution for the ryots analogous to the Industrial Schools for artisans. The need for such has long been recognised by Government, but no practical effort has ever been made to establish one. This, it must be assumed, has been due to the difficulties with which the inception of such an enterprise is surrounded. So far as I am aware the Central Provinces are entitled to the distinction of having made the first practical attempt to reach the ryot. Experienced agriculturists are there sent out into the districts to demonstrate the advantages of improved methods of agriculture and they do this by arranging with a ryot or a landholder to farm his land for a given period, guaranteeing him against any loss. Naturally the experiment is watched with interest by the whole neighbourhood and attention is forcibly drawn to the advantages resulting from improved methods of working. The scheme is a simple one, it involves comparatively little expense, and in districts where agriculture is in a backward condition, yields very beneficial results. It is a simple solution of the problem of how to raise the more backward districts to the level of the more advanced. It does not however deal with the agricultural problem as it presents itself over the greater part of the south of India, and it affords no help in devising means for improving the position for the cultivators in districts like Coimbatore, of which Dr. J. A. Voelcker in his Report on the Improvement of Indian Agriculture, said, "There is nothing or, at all events, very little that can be bettered here." Practically, the definitely expressed opinion of Dr. Voelcker on the Indian ryot has long been intuitively felt by those in charge of the agricultural interests of the country, and so little has been done because so little was possible. Be-

fore we can teach the ryot we have to learn ourselves, and the knowledge that is necessary can only come from a long course of carefully devised experimental work at farms suitably arranged for the purpose. But, whilst we may freely concede that the ryot at his best has evolved a system of agriculture which is but little short of perfect, few, I think, will gainsay the fact that his methods of procedure are laborious and his equipment of tools more distinguished for their simplicity of construction than for the effectiveness of their operation. It is in this respect I think that a properly devised system of industrial education might effect much for the benefit of the ryot.

THE POVERTY OF INDIA AND ITS CURE.

The poverty of India is a theme often dwelt upon and many and varied are the proposals which have been made to lessen it. The establishment of Technical and Industrial schools has been strongly urged, and it may be accepted without cavil that a good system of industrial education is at any rate one, and a not unimportant, step in the right direction. We hear a great deal about the enormous undeveloped natural resources of the country, but the area over which they are scattered is equally enormous, and the population dependent upon them is one-fifth of the human race. Relatively to other countries we may accept the fact that India is very poor; but, except during periods of famine, the climate is such that the hardship and suffering experienced by the poorest classes in much wealthier countries is hardly known in India. Compared with Western nations India is still a country of manual labour, yet the increase in wealth which has been going on during the past half century is largely due to the introduction of machinery to supplement hand labour. Obviously, therefore, one of the functions of Industrial Schools should be to encourage the use and development of mechanical appliances, and though from want of capital and other causes it may be a long while before any great progress is made in this direction, yet it is clearly the direction in which our work should tend. The aims and objects of Industrial Schools have never been quite clearly stated, and as there is much confusion of ideas on the subject it may be convenient to place before you my own conceptions on this point. They are:—(1) The substitution of machinery for manual labour. (2) The improvement of hand working tools and appliances and the introduction of new ones.

- (3) The teaching of accurate methods of working and the demonstration of the advantages derived from manufacture on a large scale enabling the principle of the sub-division of labour to be introduced. (4) The introduction of new materials and new methods of working, and (5) The introduction of entirely new trades.

Under each of these heads there is much that might be said, but in justification of them I would only add the following general remarks:—

(1) Manual labour in India is exceedingly cheap, but as a source of power it is at least ten times as expensive as a steam or oil engine. Cattle labour is even cheaper than human labour, but it is immensely less adaptable and is only one degree more intelligent than machinery. In recent years there has been a remarkable development in the way of generating and distributing of power, and the poorer the country the more necessary it is that advantage should be taken of these improvements. Where water power exists it can be rendered available for useful work much more readily than formerly, and by the employment of electrical means of distribution the area over which it can be usefully employed has been enormously extended. Even the energy of the wind has not been neglected. Modern wind-mills can be obtained at a comparatively small cost and will be found exceedingly useful and convenient sources of power for certain kinds of work in localities where the average force of the wind is fairly considerable.

(2) It would be easy to give a lengthy list of improved and new tools the use of which would greatly facilitate the work of the native artisan. It will suffice to mention but a few. In weaving there is the warping mill and the fly shuttle loom; in carpentry, numerous hand tools and small machines from the wood turner's lathe and circular saw to the filister plane and ratchet brace; in metal working there are hand-presses and dies, screw-cutting lathes and drilling machines, whilst in industries more or less related to agriculture there are oil-presses, sugar mills, cotton gins and cream separators.

(3) The use of foot-rules, calipers, gauges and templates is almost unknown in native workshops and much improvement in the quality of the work turned out is obtained by teaching their use; and in certain trades a knowledge of mensuration and geometry greatly conduce to their facility and ease with which work can be done. In the metal worker's

foundry western methods of moulding and casting are immensely superior to the process of the native artisan.

(4) The old native dyes have largely been superseded by the chemically prepared anilines and alizarines, but the horrible results due to their use might be largely avoided if proper instruction in the methods of working with them could be given. The introduction of aluminium as a substitute for copper and brass may be cited as another instance of a new material, and the methods by which it is manufactured into saleable articles illustrate the advantages which Industrial Schools can confer upon the country by the introduction of new methods of working.

(5) Industrial Schools may, in some instances, with advantage endeavour to introduce new trades into the country.

Years ago the School of Arts introduced photography and stained glass work, and at the present time it is experimenting with button-making and the abundance of excellent tanned skins suggests that possibly a good deal might be done in leather dressing.

IMPROVED AGRICULTURAL APPLIANCES.

Accepting the fact that the principles which I have suggested should guide our action in establishing and developing Industrial Schools, it remains for us to enquire how they may be applied so as to render assistance to the agricultural community. The main requirement of the ryot is water, and if we can assist him to obtain water on more favourable terms than at present, we materially improve his position. Under the perennial Irrigation Works constructed by Government there are large tracts of country with a more than adequate water supply, whilst there are equally large tracts which derive their water-supply from tanks which fail only when the seasons are extremely unfavourable. The ryots under these irrigation works obtain their water with practically no trouble, but there is a large area of land under cultivation from wells which yields probably the most valuable crops in the country, the water-supply to which is fairly certain, but can only be obtained by the exercise of patient unrelenting toil. It is more than probable that at the present day there are considerable volumes of underground water which might be rendered useful for cultivation if we knew where they were and if we had the means to withdraw them from the earth. Now, in the oil-

engine and centrifugal pumps we have an ideal means of bringing to the ryot as much power as he can possibly make use of for lifting water from wells, and in some parts of the country where the air-currents are strongly developed at favourable seasons, the hitherto despised wind-mill may be made to render valuable assistance. The difficulties in the way of bringing mechanical methods of lifting water to the assistance of agriculture are undoubtedly very great and are probably so great that for a long time it must rest with the Provincial Government, the Court of Wards and District Boards to carry on the work.

DISTRICT BOARDS INDUSTRIAL SCHOOLS.

What the District Boards may do to foster industrial education which will ultimately benefit the ryot, I now wish to place before you. In my opinion, in every District there should be an Industrial School supported by Local Funds and devoted to giving such an industrial education as will meet not merely the present but also the prospective necessities of the cultivators of the soil. I regard an ample supply of water as the prime necessity of the case, and in considering the question of establishing an Industrial School I would lay it down as the first condition that it should be in a place where there was either a good supply of well water or a water-course from the sandy bed of which an ample supply could be obtained. The Industrial School should be equipped with an oil-engine and pump suited to the locality and a wind-mill both of which should be employed in raising water. Round the school should be a sufficient area of land to utilise, in the most profitable manner possible, all the water raised by both the engine and pump and the wind-mill. The land should belong to the school and should be cultivated by the pupils of the school.

AN AMBITIOUS SCHEME.

It should, as far as possible, be treated as a farm worked on commercial lines and experimental cultivation should be considered quite a secondary matter. The object should be not to improve cultivation so much as to demonstrate the possibilities of the best known systems of cultivation. Besides the agricultural class there should only be one Industrial class in the school and all the pupils should go through the same course of training. The object of this class should be to turn out mechanics or artisans who would be capable of managing all

the improved implements of agriculture which by experience it has been found might be profitably introduced. There would be instruction both in carpentry and iron work, and the object would be to turn out carpenters and smiths and not cabinet-makers and fitters. In the woodshop the boys would be taught house-building, construction of carts, wheels, ploughs, seed-drills, water-lifts and any other appliances which would be useful to an agricultural community. In the blacksmith's shop, they would undertake all kinds of miscellaneous repairs, they would make axles for carts, tires for wheels, momoties, jumpers, ploughs, reaping knives and hoes, and would be familiarised with the use of machinery. The boys should also be taught to manage all kinds of machinery which are likely to prove of any use in the furtherance of agriculture, and I would suggest that among other things such a school should possess an oil press of good design, a sugarcane-mill, possibly also vacuum pans for the extraction of sugar, a winnowing machine, a chaffcutter, a cotton gin and any other appliances—the use of which in the District might be considered as within the bounds of possibility. The wind-mill should be regarded as a supplemental source of power to the oil-engine and the latter might easily be arranged to drive such of these machines as require more than a small amount of power. I would allow the ryots in the District to bring their oil-seeds to be pressed, their sugarcane to be crushed, or their cotton to be ginned, and I would charge them just enough to cover the actual cost of the operations. For instance, I would extract castor-oil from the seed and receive the poonac or oil cake in payment for the work. This seed cake I would use as manure for the land probably where sugarcane was cultivated and when the same reached maturity, I would crush the cane and return everything to the land except the actual sugar. The elements entering into the composition of oils and sugars are ultimately derived from the atmosphere and such a system of cultivation would, therefore, deprive this soil of none of the constituents essential for the healthy growth of crops. If possible, the school should be in a locality where wells were numerous, and as a first step towards the improvement of the means of raising water the school might undertake to maintain in order water-lifting appliances belonging to neighbouring ryots. Under such a system it would be possible to give the double *mhote* a proper trial and many im-

provements could be introduced into the water buckets which now are such a fruitful source of worry and trouble to their owners. Either by growing them on the farm or by supplies derived from the immediate neighbourhood it would be possible to obtain all the more valuable Indian fibres, and in the school the machinery for extracting them could be made, and the methods of using them demonstrated. In some districts it would be desirable to go in for silk culture, to grow mulberries or other food suitable for silk worms, to rear worms and to introduce better processes of silk-winding. Mr. Tata of Bombay has established an experimental silk farm near Bangalore, and a good deal of valuable experience and information has been gathered by the Japanese he employs there to look after the work. The results are, I understand, very satisfactory in many respects, and from a personal inspection of the processes, I am certain that there is nothing in the systems adopted there which could not easily be carried out in any place favourable to the culture of silk worms. It may be thought that I have already burdened this industrial school with more than it would be wise to undertake, but I would go further yet, and in connection with this farm and Industrial School I would have a poultry yard stocked with a better class of birds than the ordinary country *moorghee*, and I would keep a certain number of cattle sufficient for the agricultural operations on the farm and for breeding purposes, and lastly, I would establish a small dairy for the manufacture of butter and ghee which might be exported to places where it would command a fairly ready sale. In addition to these, I would devote a certain area of the farm to the cultivation of fruit trees, and I would grow only the best kinds of oranges, limes, mangoes, jackfruit, plantains, and so forth. I do not presume to suppose that it would be possible to carry out all the suggestions which I have made in any one place, nor do I consider that it would be feasible to start them all at once. I would commence operations by providing the water-supply, and gradually as experiences accumulated and funds permitted, I would add one new venture after the other to the extent that it might be deemed desirable. Such a school would require a considerable capital outlay, but if it were properly worked, the return from the farm and from the workshops would meet a considerable portion of the working expenses. Lastly, I am not without hope that such schools would greatly interest landholders

and men of wealth in the District, and I think that if suitable accommodation were provided for them, at or near the school, a considerable number of them would visit it for the purpose of gaining practical information regarding the working of the various appliances which it would be the object of the school to introduce. In this matter it seems to me not improbable that they might be induced to subscribe, among themselves, the necessary funds to provide their own accommodation.

THE RESULTS TO BE ACHIEVED.

Probably you will ask me, when all this has been done, what will be the result of it. In the first place, I think that not a few of the ryots will send their sons to the school to go through a course of practical training on the farm and to pick up a little mechanical knowledge in the workshops; in the next place, the school will be able to supply the whole District with improved tools of local manufacture and of such a design as experience has proved will suit the requirements of the ryot. If the results of lifting water by mechanical means prove satisfactory—and they can hardly fail to do so if the site in the first instance is carefully selected—it will induce some of the wealthier landed proprietors and zemindars to set up similar installations on their own property and they will the more readily do this when they find that without difficulty they can secure the services of men competent to look after them. Gradually the number of these installations should increase, and though it may be taking a somewhat sanguine view, it does not seem to me to be utterly beyond the bounds of possibility that later on, combinations of ryots may be formed to provide themselves with these means of extending their cultivation which individually their capital is insufficient for. Now that power can be had so cheaply and can be distributed by electrical means with such great facility, there are not a few localities in which even at the present time I think a properly organised power distribution scheme would pay. Where wells are very numerous and garden cultivation extensive, the electrical distribution of power to drive centrifugal pumps by electro-motors seems quite feasible, and all that is required is to educate the people of the country up to realising the advantages which may be derived from such methods. From all I can learn it is the want of cattle that prevents the extension of well cultivation; and it is the want of water that renders it

necessary to leave so large a proportion of the cultivated area under dry crops. Given a sufficient supply of water the cattle can be used, as in other countries, for farm work, and with a greater amount of cattle labour available a more perfect system of tillage can no doubt be followed. I am not an agricultural expert, and, therefore, I can offer no opinion upon such vexed questions as deep ploughing *versus* surface scratching of the soil, but I am inclined to think that if more cattle were available, in many parts of the country the soil is such that deep ploughing would probably be adopted with advantage. At any rate relieved from the drudgery of water-lifting, provided with better implements and taught in the Industrial School to handle them properly, there can scarcely be any doubt, but that there will be some breaking away from the hide-bound traditions of the past, and that such disruption will herald the dawn of a new era in Indian agriculture in which Nature will be assisted by Science, and the land will yield its fruit abundantly in response to the intelligent demands which are made upon it.

THE TATA RESEARCH INSTITUTE.

The Government of India have addressed a letter to the Bombay Government, reviewing, at considerable length, the entire negotiations which have taken place during the past four years in connection with the Indian Institute of Science proposed to be endowed by Mr. Tata, and showing (1) that the Government of India have throughout done their best to expedite the scheme, (2) that their attitude towards it remains unchanged and (3) that they wish to deal liberally with the promoters and not to scrutinise too narrowly any proposals that are put forward with a genuine desire to advance the progress of the negotiations.

THE GOVERNMENT CONTRIBUTION.

"The Government of India are willing, in addition to the annual grant of £2,000 a year, which they have already promised to contribute for a period of 10 years, to contribute any further sum that may be required to make up, together with the Mysore grant, one-third of the current expenditure of any year, subject to a maximum £5,000. They

are, indeed, prepared to go still further. It is now understood that the Mysore Durbar are ready to raise their contribution to Rs. 50,000 a year for a period of 10 years. Should this be the case, the Government of India are prepared in their turn to sanction a similarly increased subsidy. This arrangement will bring up the income of the Institute to Rs. 2,25,000 (£15,000), a sum exceeding by £1,000 the highest estimate at any time framed or sanctioned by Sir William Ramsay. The Government of India are further willing to contribute a sum of Rs. 1 lakh towards the construction and equipment of the necessary buildings. The Committee will then have Rs. 6 lakhs at its disposal for the purpose of meeting an estimate amounting to Rs. 6½ lakhs, some of the items in which can be allowed to stand over until further funds have been collected from the public who are interested in the success of the undertaking.

VALUATION OF THE TRUST PROPERTY.

These concessions clear the ground of all financial difficulties, and the only obstacle that now stands in the way of early legislation is the delay in ascertaining the value of the properties which will form the *corpus* of the endowment of the Institute. It appears from the correspondence on the subject that in April, 1901, Mr. Tata handed over to Mr. Rebsch, the officer first appointed for this purpose, a list of 16 properties estimated to produce an annual income of Rs. 1,61,594. From among these the University Trust was to select properties yielding an income of Rs. 1,25,000, an amount with which it was proposed to endow the Trust. The completion of the transaction was delayed by various causes, one of them being Mr. Tata's endeavour, evidenced in the General Notes and Memorandum, enclosed in your letter of the 3rd January, 1902, to utilise it as an occasion for reviving the plan of a joint-family settlement. An examination of the properties has, however, now been completed and has resulted in an expression of opinion on the part of the officers concerned, that unless all the properties offered by Mr. Tata for selection are devoted to the endowment, there is a possibility that the promised income of Rs. 1½ lakhs may not be realised.

Mr. Tata, on the other hand, questions the estimates made by the officers of the Government, which are 14 per cent. lower than those furnished by

him. A proposal made by the Bombay Government to settle the difference of opinion by personal consultation did not commend itself to Mr. Tata, who now suggests that the whole of the properties should be vested *ad interim* in the Treasurer of Charitable Endowments by a formal agreement, and that the Government should select for the Research Institute properties making up the net annual value of Rs. 1,25,000, subject to the following conditions to be embodied in the agreement:—(a) that the final valuation of the properties be referred to a Barrister of the standing of a High Court Judge, assisted by Assessors of a Tribunal of Appeal under the Bombay Improvement Act; (b) that in the event of the Research Institute being brought into existence within a year of the execution of the agreement by legislation assented to by Mr. Tata, the property selected shall be transferred to the Governing Body; (c) that in the event of such legislation not being obtained within a year of the execution of the agreement the property shall be transferred to an Educational Trust which Mr. Tata undertakes to create, and the constitution and object of which will be laid down by him.

To say that the Government of India think that Mr. Tata's proposal to select two and reject the third of the members of a tribunal constituted expressly to deal with matters cognate with that now under consideration is open to objection as presenting an invidious appearance, and they would prefer that any difference of opinion that has arisen in respect of the valuation of the Tata properties should be referred by the Bombay Government to a single arbitrator of high position, who should be empowered to call in at his discretion for advisory purposes only two assessors, one of whom may be nominated by Mr. Tata, the other being selected by the arbitrator himself.

THE QUESTION OF ADMINISTRATION.

After Mr. Tata's nomination has been made, the Governor-General in Council, however, sees no necessity for any *ad interim* vesting of these properties in the Treasury of Charitable Endowments. When the values have been finally determined, which, it is hoped, may now be speedily accomplished, it will rest with Mr. Tata to make an application under the Charitable Endowments Act, 1890, assigning for the purposes of the Trust properties representing a net income after all cost of management, repairs, insurance, etc., have been met, of

Rs. 1,25,000 a year, and asking the Local Government to settle a scheme for the administration of those properties in such a manner as to secure stability of the income guaranteed by him. As soon as he does this, no time will be lost in accepting his offer and taking the necessary steps to give legal effect to it.

The Government of India have the fullest confidence in Mr. Tata's desire to devote the proceeds of these properties to the maintenance of a suitable Institute of Research, and they regard the provisional and temporary transfer which is now suggested as a formality which is certainly superfluous and which might be productive of serious inconvenience. Meanwhile, pending a settlement of the disputed valuations, the Government of India would be glad to be favoured at an early date with a full expression of opinion of the Bombay Government as to the best means of administering the assigned properties, together with a draft of the scheme which they would propose for this purpose. The managing agency should, in the opinion of the Government of India, be entirely distinct from the governing body of the proposed Institute.

PROPOSED LEGISLATION.

When the property has been vested in the Treasurer of Charitable Endowments, the Government will proceed, in consultation with Mr. Tata, to consider the legislation which will be necessary to bring the Institute into being, and to give it a constitution such as will enable it to enter upon its work at once, and to develop and extend that work as its resources will permit. Draft bills of the suggestions of the Provisional Committee and of the Simla Conference were prepared at the earlier stages of the discussion, and it will be necessary to reconsider the question with reference to the purposes of the Institute as now defined. In deciding upon the nature of the proposed legislation, Mr. Tata's wishes and opinions will, of necessity, carry the greatest weight, but when a new corporate body is to be created, the legislation necessary for the purpose must, of course, be introduced upon the responsibility of the Government.

In concluding this unavoidably lengthy review of the discussions and negotiations extending over a period of four years and embracing a series of problems difficult in themselves and rendered even more difficult by the novelty attending their application to India, the Governor-General in Council ventures to hope that the promoters of the scheme, Mr. Tata

and his advisers, will now so expedite the transfer of the Trust properties as to place the Government of India in a position to proceed at once with the legislation which has been so long under consideration."

OUR ENGLISH LETTER.

CAMBRIDGE, April 1903.

The Report of the Royal Commission on University Education in Ireland has been issued after a very long delay; and it would seem that the delay has done nothing to reconcile the various members of the Commission to their own report. Hardly one adds his signature without adding a protest against some important recommendation; and the only point in which all agree is in censuring the existing state of things. They are especially severe on the Royal University, which, as every one knows, is a mere examining body, 'like the late London University, only more so.' Trinity College, the head and front of the whole question, is omitted altogether.

Speaking generally, they recommend, but vaguely and with hesitation, that the darling scheme of Mr. Balfour—a separate Roman Catholic University—should be shelved; and that in its place the Royal University should be enlarged and altered, so as to be made a Teaching University with four federated colleges within it. These four are to be the Queen's Colleges of Belfast, Cork, and Galway, and a Roman Catholic College in Dublin. To these would be given a large amount of autonomy; and it is difficult to see what objection a reasonable Roman Catholic can have to the scheme. Yet it is certain, such is the strength of denominational feeling in Ireland, that it will not, at least for some years, be made the basis of any Government plan.

One of the best features in it is that it allows to women all the rights and privileges of men. All through it, indeed, we see the sharp conflict between the liberal educational views of the commissioners and the reactionary denominationalism with which they have had to deal. At every step they have had to make allowance for feelings with which, as educationalists, they have not the slightest sympathy. It is painful to see such good work thrown away. It is bread cast upon the waters; and there is but little hope that, even after many days, it will be found again.

During the last few weeks three of the most famous of schoolmasters have joined the majority. George Bradley, Frederick Farrar, and Hely Hutchinson Almond. Though all schoolmasters, yet

three more different men could hardly be found. Bradley, who remained a layman till he was nearly forty, and died in one of the highest positions in the church, was a schoolmaster pure and simple, and had a healthy hatred of clericalism. He gained his experience first of all at Rugby, and then entered on his true sphere as Headmaster of Marlborough. Here, unlike many Heads, he undertook a large proportion of the teaching; and was emphatically a great teacher. His range was narrow; but he was thorough in everything within it. To the last he prepared his lessons; he read his passage through from the point of view of the individual boys to whom he had to teach it. 'These lines must be illustrated in such a way for Jones; I will quote so and so for Smith; I will ask that question of Robinson.' Yet he did not become a mere *routinier*; his keenness and readiness of wit supplied something for the most unforeseen emergencies of the lesson. The anecdote of Tennyson—'I am sending my son not to Marlborough but to Bradley'—is well known; and it illustrates the pervasive influence of the man. His success stopped when he abandoned his natural vocation. As master of University College, Oxford, he was a total failure; as Dean of Westminster he might perhaps have been a success if he had not followed Stanley.

Farrar was totally different. Predominantly emotional, not to say sentimental, he was born to be a popular preacher; but fate made him a schoolmaster. For this he was unfitted, not by his lack of really profound scholarship—a profound scholar is rarely a good teacher—but chiefly by his sentimentalism—a sentimentalism which naturally led him, towards the end of his life, to a nerve-destroying pessimism. Yet he has perhaps been underrated as a teacher. Radically bad as his school stories are, and setting up an entirely false ideal for boys to aim at, he was one of the pioneers of the system—a system now so well established that it is hard to think it a new one—of friendly relations between masters and boys. That in the public schools to-day the boys do not regard their masters as natural enemies, that in their intercourse there is a mutual confidence and plenty of give and take, is largely owing to Farrar, whose books, and whose example, with all their defects, did much to humanise the school life of England. His Greek syntax and his philological works have long been superseded; but his influence, to this extent, will remain.

Different again was Hely Hutchinson Almond. Not a scholar, not an author, he was a schoolmaster pure and simple, and remained so for forty-one years. He was a man of strong convictions, and

he enjoyed an opportunity of putting those convictions into action. Since Loretto was his own private property, he was untrammelled by the traditions that hamper reform at our English public schools; and Loretto was simply the expression of Almond's unconventional views. For scholarship as such he had a profound contempt. 'Give me sound morals,' he would say, 'and for sound morals, a sound body is essential.' Hence his rules as to the wearing of flannels at all hours; the daily and almost hourly exercise; the monitor in each form whose duty it was to watch the thermometer and open the windows whenever the temperature rose above sixty degrees; the insistence on corporal punishment as the only right one. 'I will have no time wasted indoors over impositions,' he would say: 'get the punishment over quickly and send the boy out into the fresh air.' From this system grew up gradually one of the most famous schools in Great Britain, a school which, though naturally producing few scholars, turned out many hundreds of first-class footballers, and rarely indeed produced a scoundrel or a mean-spirited person.

During the last year or so Dr. Almond's health had been failing; but he had been ably supported by a friend after his own heart, his brother-in-law Mr. H. B. Tristram, an old Lorettonian, no great scholar, but a good administrator and a first-class footballer of former days. It had been understood that Almond would incorporate Loretto as a public school; but it now appears that it will pass into the capable hands of Mr. Tristram, and will not, at any rate for the present, change its private character. Perhaps Almond, at the last, could not bear the thought of permitting his darling ideas to be mangled by a set of irresponsible governors; and indeed, though I see much in Loretto with which I do not agree, yet I should be sorry if so unique an institution were tampered with.

Not only have two past Headmasters of Marlborough recently died, but the present Head, Canon G. C. Bell, is intending shortly to resign. After a time spent in the Headship of Christ's Hospital, Mr. Bell removed to Marlborough, where he has had a most successful career, less meteoric perhaps than Bradley's, but steady and common-sense.

The death of Professor Earle of Oxford, which I noticed last month, has led to the promotion of Professor Alfred Napier to the Rawlinsonian Chair of Anglo-Saxon. The Merton Chair, which Dr. Napier vacates, will not be filled up, but its stipend will be devoted to the foundation of a readership in English Literature, pure and sim-

ple. It is felt that we have had enough of philology and gerund-grinding, and that a little literary study of English will not be amiss. I well remember the intense feeling that was aroused in some quarters when the Merton Chair, which was meant for literature, was given to a Germanic scholar, and when the Oxford school of English literature became a mere series of questions in Gothic and Old English Grammar. Let us hope that all this is now changed, and that, while philology gets its due, aesthetics is not left entirely out in the cold.

The Education Bill for London, so long expected, and so long the subject of conflicting rumours, is at last known in its general outlines. On Tuesday, the seventh of April, it was introduced to the House of Commons for its first reading by Sir William Anson. The Bill is not, as I write, published in full; but the main lines are clear. The School Board is abolished; and the London County Council is nominally the education authority. The Borough Councils, however, have not been left in the cold by their friends; indeed they have gained almost as much as if the party which favoured them in the cabinet had entirely gained the day. They will have the management of the schools, and the appointment and dismissal of teachers, entirely in their own hands; and the voluntary schools will have the same relation to them as, under the Act of 1902, the provincial voluntary schools have to the local authorities.

This Bill is obviously the result of a compromise between those members of the cabinet who trust the London County Council and those to whom it is anathema. As a result, it has many of the defects of compromises: but of these I shall speak more fully in my next letter. One thing is certain: it will be opposed with even more fury by the Liberals than was the Act of 1902: and there is considerable doubt whether the whole force of the Government will not be insufficient to secure its passing.

CONTEMPORARY EDUCATIONAL PERIODICALS.

I. INDIAN.

In *Indian Education* the first of the editorial notes deals with the slackness of Bombay students in regard to the University Prizes offered for competition. "The subjects for which these prizes are awarded are, many of them, subjects of great interest to India, such that the time spent even by unsuccessful competitors investigating them would be spent not unprofitably, and

one would think, not unpleasantly." Yet 'year after year the same melancholy record appears for almost every prize; "No essay received;" "Prize not awarded." In another note Mr. Fraser deals with the Hon'ble Mr. Gokhale's attack (before the Legislative Council of India) on the capabilities of the Englishmen appointed to the Government Colleges. Geography is as usual well to the front in this, the May, number.

After a long interim we have received two copies of *The Punjab Educational Journal*, bearing date January and February 1903. Apart from a paper entitled 'What is Education' by the editor, most of the articles are reprints. As usual the journal is strong on the practical side. Mr. G. E. Brand contributes a page of 'Drawing Models,' there are several series of 'Class-room Aids' and an 'Illustrated Exercise in Paper Folding' forms a welcome supplement.

Under the title 'Education and the Vernaculars' the *Friend of India* furnishes us with the following:—

"In an interesting article on Language and Education, the *Pioneer* puts forward a plea for the greater encouragement of the vernaculars with which we are largely in sympathy, though we are not sure that the *modus operandi* advocated by the writer is the best that could be adopted for the purpose. The great complaint of the teacher in this country, he says, is that students seem unable to think. "Their ability is apparent, their industry and receptivity are beyond question; but their thought is usually mere childish fumbling"; and he attributes this result to the fact of their being taught in a language with which they are unfamiliar, *viz.*, English. Though it is rarely, if ever, that in our experience a native of India who is a thorough master of English is deficient in thinking ability, there is a certain amount of justice in the complaint, and the writer's theory of the cause of the defect, so far as it exists, is not improbably correct. The average student, who is compelled under the present system to acquire practically the whole of his education in a foreign language which he never thoroughly masters, can hardly escape being injured mentally by the process. At the same time, it would be a mistake to conclude that because a student cannot express his thoughts clearly in English, he is unable to think clearly at all; and the measure of the evil, where it exists, is probably the extent to which the student has been led to neglect his own, in the vain endeavour to master a foreign tongue. The matter, however, has another aspect, and one to which we are disposed to attach more importance. There

can be no question that the effect of the existing system in retarding the progress of the vernaculars themselves and the spread of knowledge through their agency, has been very serious. In the words of Professor Wilson, quoted by the writer in the *Pioneer*, the great truth has been overlooked, that "a national literature can only co-exist with a national language; and that as long as knowledge is restricted to a foreign garb, it can be the property only of the few who can command leisure and opportunity for its attainment." The remedy advocated by the writer is that certain of the subjects embraced in the higher education should be taught in the vernaculars, and those which he would choose for the purpose are philosophy and history. "Sir Charles Trevelyan," he remarks, "drew an optimistic picture of the Indian students, with 'their Paley, their Butler, their Burnet's History of the Reformation, their Daubignè's Life of Luther.' But the young men of India show an obstinate aversion both from our religion and our philosophy. At least they have made but small progress in either. If philosophy was studied through the vernaculars and the Indian systems studied comparatively with others in the light of modern research, might not this be more profitable than driving unwilling students to bemuse themselves over wholly alien systems of thought and morals, without any link to connect them with familiar thoughts? Again, little has hitherto been done educationally in Indian history, the Indian student's mind being concentrated upon the history of Europe. If history is to be taught, might not the history of their own country be studied in their own language? If these two subjects in the vernacular were incorporated in the degree courses, the languages of the country would not be so entirely neglected as they are now, and the student's pabulum would be made considerably more pleasant. He would have practice in the higher reaches of his own language, and the language itself might be enriched and strengthened in the process." The only objection to such a plan is the lack of suitable vernacular books and of competent vernacular teachers in these subjects, and this objection would probably disappear in time. We doubt, however, whether anything short of making a scholarly knowledge of his own vernacular a condition of the student's obtaining a degree would be effectual for the end in view, as we regard it."

II. BRITISH AND AMERICAN.

The Journal of Education.

The *Journal of Education's* leading article is on the Report of the Irish University Commission,

which is generally approved. Among other contents of this number may be mentioned a second article by Dr. Hayward, on "The Critics and Critiques of Herbartianism," a long and excellent discussion by Miss E. G. Skeat, on "The Position of the Natural Sciences in a Liberal Education," an obituary article on the late Dean Bradley, and a series of interesting notes on recent educational development in the United States.

From "Girl Graduates, Past and Present," by E. B., we take the following picture of the modern type. "On the whole the circumstances of the present day college girl differ from those of her predecessor. In 1902 there may be found at the various women's colleges the daughters of poor clergymen, nonconformist ministers, and schoolmasters, in place of the daughters of bishops, wealthy lawyers, or 'gentlemen of no occupation.' Of course, members of the upper ten thousand are still to be found at Girton, Newnham, Somerville, and Lady Margaret's, but the increase in the whole number of college women has been greater than the increase in the number of college women of this particular class; so that even at Oxford and Cambridge the present generation of women students is more democratic than the last. The parents of the present-day college girl regard the money spent on her education somewhat in the light of an investment, and they expect some return for it. Education becomes less expensive year by year, and now a girl's expenses during a year's course at some of our residential colleges need amount to no more than a hundred pounds in all. The present-day girl graduate is in the thick of the toil and bustle. She has to meditate on the price of beef and boots, as well as upon the wisdom of the ancients. But probably this necessity does her no harm and develops the practical side of her nature, as her studies have developed the intellectual side. The girl graduate of to-day has as much brain as, and more character than, the girl graduate of yesterday."

The constitution of the new Local Authorities and anticipations of the London Education Bill continue to occupy considerable space in the *Journal of Education* "Occasional Notes," from which we take the following useful paragraph:—"It needs to be frequently repeated that the Order in Council concerning registration inflicts no direct or immediate disability upon the unregistered teacher. We have lately had before us a letter from a teacher with twenty-three years' experience and an excellent record, but without academic qualifications. He asks in all seriousness whether it will be lawful for him to

continue teaching when the Education Act is adopted. Of course it will. We fear this state of ignorance is not uncommon amongst secondary teachers. Eventually, it is true, the unregistered teacher may find it difficult to get employment; we do not say with certainty that he will find any difficulty. But at present to be unregistered is, in general, no disadvantage. But is it not high time that the Registration Council (or, rather, the Board of Education) should publish its exact mind as to the meaning of the phrase 'exceptionally qualified'? Many teachers without academic qualifications send up their guineas and apply under this clause. It should not be necessary to keep such applications waiting for an indefinite period."

The Educational Times.

The Educational Times has a full report of an enthusiastic address by Canon Barnett on Co-education, in which strong approval is given to the practice. "The family," Canon Barnett urges, "is the one model institution, and in the good family the relationship of brothers and sisters is founded on equality, and out of that equality there grow manners which surpass in beauty the chivalry which grew out of inequality. The co-education school modelled on the family treats all boys and girls as brothers and sisters; it leads them to be interested in one another, and to respect one another. Mr. Badley makes much of this equality of treatment. The teachers in Bedales enforce equally the authority of boy or girl prefects, so that the girl learns by herself to aim at strength of purpose, fearlessness, uprightness, and independence, as the boy, by himself, learns that gentleness is consistent with manliness. There is soon formed a school tradition which puts an end to unclean talk, and is much more effective on girls' behaviour than many rules or lectures about being 'lady-like.' Mr. Rice tells how equality corrected in the girls a disposition to tale-telling or sneaking, and in the boys their disposition to roughness, while the natural difference between boys and girls tended to make lessons much more interesting. Mr. Warrington gives it as his experience that boys and girls develop greater naturalness and ease towards one another, and 'that each should think of the other as a creature not too wise or good for human nature's daily food is a real advantage.' Co-education thus establishes the relationship of equality, and out of that will grow good manners."

The School World.

There is not very much that is new in Dr. R. P. Scott's *School World* article, "The Education

Act, 1902, in its Relation to Secondary Schools." The provisions of the Act bearing upon secondary schools are "vague and cast in general terms," says the writer. This may be taken as a good excuse for the general tenour of the criticism, but it does not explain why, after writing "it is necessary for purposes of definiteness to state what is meant by the terms 'public,' 'proprietary,' and 'private,' respectively in connection in secondary schools," Dr. Scott gives an admirable definition of the first species and then leaves the other two severely alone. Dr. Scott's main objects are to emphasise (1) that the words of the Act directing that the Local Authority "shall have regard to any existing supply of efficient schools and colleges, and to any steps already taken for the purposes of higher education under the Technical Instruction Acts, 1889 and 1891," constitute an obligation enforceable at law; (2) that the term *efficient* as used above will need a legal as well as an administrative interpretation; and (3) that to be on the safe side all secondary school authorities should promptly get their schools inspected.

Sir Oliver Lodge and Mr. Rupert Deakin provide the mathematical fare in this month's *School World*. The former writes "Another Chapter on Very Elementary Arithmetic," dealing with the simplification of Fractions in as practical a fashion as he handled the Rule of Three in March; the latter's article is headed "Geometry at the Cambridge Local Examinations, 1903: The Preparation of Candidates in the Subjects of the New Syllabus." Mr. Deakin has a good deal to say about other people's text-books, but modestly suppresses all mention of his own. He approves of the reform of the syllabus, but holds that the idea that Euclid is no longer to be taught or used as a text-book for the Cambridge Locals is quite erroneous, and that the most important change likely to be brought about by the reformed methods of teaching geometry will be that the study of the subject will be begun at a much earlier age. We quote Mr. Deakin's last words: "Many teachers in England have been working out courses of geometry for their own classes. To all such I would say, 'Do not change your system for the Cambridge Locals or any other examinations. Modify and improve your teaching by reading these new books in order to get new ideas. Reformation, not revolution, is needed; a good teacher can appreciate good methods, and should be ready to adopt them even when he himself does not originate them.'"

Dr. Oldfield's paper on "Food for Schoolboys" has as its text "physical health depends as much

upon right physical food as upon physical exercise. . . . In the majority of cases the less meat that is found in the school dietary the better." Mr. A.M. Davies has a second thoroughly practical paper on "Levels and Contour-Lines." Miss C. Turner's third article on girls' school furniture contains much that is sensible, though very little that is new. To finish with the *School World*, there is an article setting forth most lucidly the "platform," and relating the history, of the Assistant Masters' Association—a remarkable triumph of organisation for what an important daily some dozen years ago described as "that invertebrate class of men whose backbone is to be found among the assistant masters in our public secondary schools."

The Educational Review (New York).

Dr. M. E. Sadler contributes his "Impressions of American Education" to the March number. They are on the whole favourable:—"America heartily believes in education. Rich and poor make sacrifices for education because they believe in it. The United States is organised as a democracy. Therefore Americans believe in developing, by means of education, individuality of aptitude and independence of character. But America is in large measure an industrial and commercial democracy. Modern industry requires initiative, self-reliance, resource, imagination, and command of applied science, not to speak of deeper things. The American man of business realises that schools and universities can help him by furnishing him with able assistants. He therefore encourages the leaders of American education to adapt their work to modern business needs. But he knows that this cannot be done without great expense, and he does not flinch from bearing his share of the cost. These new demands, however, are throwing a great strain on American schools and on American teachers. The latter feel that their work must be brought into gear with modern needs. Therefore, American teachers are experimenting in all directions, with a view to dropping non-essentials out of education, and to lessening the cost of production of active-minded, scientifically equipped men of business and affairs."

On the other hand Dr. Sadler notes several widespread defects in the system. (1) "There seems to me a taint of unreality in many of the phrases which are still current in American political democracy, and the close dependence of the majority of schools on the good will of public bodies must lead to a certain want of frankness in dealing with problems of popular government in that part of the school curriculum which

aims at giving instruction in the duties of citizenship." (2) "There is grave doubt whether the stricter forms of intellectual discipline have not been unduly sacrificed in many American schools" in the endeavour to make lessons interesting. (3) "Unreality and lack of severe discipline lead to a third weakness—superficiality—with its attendant evils, exaggeration in language and love of excitement." (4) "A fourth danger in American education proceeds from the tendency of American men to become unduly concentrated in business pursuits. . . . Intense absorption in commercial enterprise is not an aim worthy to dominate the thoughts and lives of the rising generation of a great people."

In the current *Fortnightly Review* appears the sixth of Mr. H. G. Wells's series of papers "Man in the Making." It is on schooling, and is worth every teacher's attention. Mr. Wells, most readers know, has himself been a teacher and views his subject from the inside as well as the outside. We have only space for one quotation, which we give for its intrinsic interest rather than for its application to India. "If there is one thing that I would say with certainty has no business whatever in schools, it is piano teaching. The elementary justification of the school is its organisation for class teaching and work in unison, and there is probably no subject of instruction that requires individual tuition quite so imperatively as piano playing; there is no subject so disadvantageously introduced where children are gathered together. But to every preparatory and girls' school in England—I do not know if the same thing happens in America—the music master comes once or twice a week, and with a fine disregard of the elementary necessities of teaching, children are called one by one, but of whatever class they happen to be attending, to have their music lesson. Either the whole of the rest of the class must mark time at some unnecessary exercise until the missing member returns, or one child must miss some stage, some explanation that will involve a weakness, a lameness for the rest of the course of instruction. . . . Not only is the actual music lesson a nuisance in this way, but all day the school air is loaded with the oppressing tinkling of racked and rickety pianos. Nothing, I think, could be more indicative of the real value the English school proprietor sets on school teaching than this easy admission of the music master to hack and riddle the curriculum into disconnected rags."

Mr. Churton Collins is discussing in the *Fortnightly Review* the question whether Shakespeare

had read the Greek tragedies. He attaches little importance to Jonson's famous line. "Jonson, we must remember, was a scholar and posed ostentatiously as a scholar in the technical sense of the term. It was the distinction on which he most prided himself, and on which he based, in the true spirit of a pedant, his chief claim to superiority over his great contemporary. To him 'small Latin' and 'less Greek' would connote what it would connote to Casaubon or Lipsius. A literary acquaintance with Greek and Latin, the power of reading them *ad sensum* with facility and pleasure, is an accomplishment very different from a critical acquaintance with them, or from the power of composing in them. We may be quite sure that Jonson would have spoken of the classical attainments of Shelley, of Tennyson, and of Browning in the same way. And yet it is notorious that these three poets, though they had no pretension to 'scholarship,' were as familiar with the Greek and Roman Classics in the original as they were with the classics of their own language. Nor is this all. In the Elizabethan age an acquaintance with the Greek and Roman Classics was assumed to be the monopoly of those who had been educated at Oxford and Cambridge, and a man who was not associated with the Universities was at once set down as no scholar."

Reviews and Notices.

Longmans' British Classics for India: Macaulay's Essay on William Pitt, Earl of Chatham, with Introduction and Notes, by MARK HUNTER, M.A. Longmans, Green and Co. Price 2s.

In this edition of a book prescribed for the coming B.A. Degree Examination of the University of Madras Mr. Hunter has deviated from the course usually followed by those who annotate Macaulay for schoolboys. He has endeavoured to trace Macaulay to his authorities, at least in that part of the essay relating to public events with which Pitt was intimately concerned, that is to say, to Walpole's 'Memoirs of the Last Ten Years of the Reign of George II.' and Coxe's 'Memoir of Sir Robert Walpole.' And on the other hand, when writers subsequent to Macaulay, e.g., Lecky, Stanhope, Davis Green, have differed from that writer, Mr. Hunter has discussed the differences with judicial insight and scholarly illumination. All the notes in fact bear the stamp of thoroughness. They include the original readings of the *Edinburgh Review* where that text differs from the text of the collected edition of the essays. In the Introduction which runs to over thirty

pages and falls into twelve sections of varying length. Mr. Hunter touches on most of the points that can possibly arise in connection with the study of this particular essay. We have some account of Macaulay's connection with the *Edinburgh* and his services to the Whig party of his day. This is followed by an estimate of the historical value of his essays which leads in turn to a discussion of his attitude towards Whiggism. Coming to closer quarters the Essay on Pitt is condemned as being little better than an 'amusing narrative'; later on, in the last section, it is criticized in more detail. A good deal of space is given to a discussion of Macaulay's gifts and style; we are glad that Mr. Hunter has once more directed attention to the superiority of Macaulay's too much neglected speeches. We are probably in very safe hands when we accept Mr. Hunter's conclusions, but we have a sneaking kind of admiration for the great essayist that refuses to be satisfied by such a careful balancing of his merits and demerits as is here and elsewhere presented to us, and we wish our editor had been able to enthuse a little more. We are quite willing to acknowledge the refinement of Arnold's description of Oxford when compared with Macaulay's, but even 'the savoury steam of the kitchens,' the geese and capons and ale which formed the picture of 'plenty' in the mind of the latter, is not without justification when opposed to the associations of Dotheboys Hall. Mr. Hunter however admits that he is trying Macaulay by a very high standard and with the exception of Carlyle and possibly Froude, he ranks him at the head of modern English historians on the score of literary power. We would like even more than this; and we always come back to Jeffrey's word "The more I think, the less I can conceive where you picked up that style." We are glad to note that Mr. Hunter has in preparation an edition of the supplementary essay on the Earl of Chatham; his work deserves, and will, we hope, receive, a wider recognition and a more enduring existence than are usually associated with the needs of examination candidates. There are several good illustrations especially the portraits (in half-tone) of 'Governor' Pitt and the Duke of Newcastle. It is high time that the publishers threw away the block from which the frontispiece (a portrait of Macaulay himself) is engraved. It has earned its everlasting rest and might well be replaced by a drawing of the man as he was in the thirties when the essays were written.

Lady Rose's Daughter, BY MRS. HUMPHRY WARD.
With illustrations. Macmillan's Colonial Library. Price Re. 1 as. 12.

The heroine of this very readable and not unexciting novel is Julie Le Breton, the daughter of a Lady Rose Chantrey and a *détraqué* who persuaded her to leave her husband and live abroad with him. The girl is brought up in squalor at Bruges, where her parents die, and taking a false name is picked up by Lady Henry Delafield as a companion at £100 a year. "Mademoiselle" Le Breton is so beautiful and clever that she becomes the chief attraction at Lady Henry's house in Bruton Street, and naturally enough she intrigues and tells fibs and excites Lady Henry's jealousy. On one of her nights the old lady is too ill to come down and tells the servants to send her guests away. Julie Le Breton however instructs the butler to admit half a dozen of her most intimate allies—the dear duchess, a Cabinet minister and the soldier of the hour—into the library, and whilst they are talking and drinking coffee Lady Henry descends from her bed-room and makes a scene, which ends in the withdrawal of the companion. The second part is devoted to the passion of Julie for Warkworth, the rising young soldier, for whom she has just coaxed an important command out of the War Minister, but who, as she knows, is engaged to marry an heiress. The character of the heartless, ambitious, sensual soldier is very well drawn. Julie, in an hour of abandonment, agrees to meet Warkworth in Paris and spend a couple of days with him in a suburb before he leaves for Africa. Jacob Delafield, her other lover, catches her at the Gare du Nord (by a process too long to repeat), and brings her back to England. The third part is the story of how the strong-willed, dignified, clean-minded Englishman makes Julie first marry him and then love him. Delafield is something of a mystic and an ascetic, and he and Julie herself are the most difficult characters in the story. Warkworth dies in Africa, and Delafield becomes a duke, protesting that he hates rank and riches.

It will thus be seen, that Mrs. Ward's story, which is of a difficult stamp from all her previous works, and will probably outrun them in popularity, is an attempt in part at least to picture the *Salon*, an essentially French institution, on English soil. But to the struggle between the two women who represent respectively personal charm and convention there succeeds a purely love interest. The minor characters are especially good, in particular Sir Wilfrid Bury and Lady Henry. The story is full of brisk dialogue and of shrewd observations, of which we

may quote one or two. This concerns the British aristocracy and its influence in a democratic age:—

"The English aristocratic class, as we all know, is no longer exclusive. It mingles freely with the commoner world on apparently equal terms. But all the while its personal and family cohesion is perhaps greater than ever. The power of mere birth it seemed to Jacob was hardly less in the England newly possessed of household suffrage than in the England of Charles James Fox's youth, though it worked through other channels."

And this is a remark about the heroine:—"Sir Wilfrid Bury, for instance, prince of self-governed and reasonable men, was not to be touched by Julie. For him, in spite of her keen intelligence, she was the *type passionnel*, from which he instinctively recoiled. The Duke of Crowborough the same. Such men feel towards such women as Julie Le Breton hostility or satire; for what they ask above all of the women of their world is a kind of simplicity, a kind of lightness, which makes life easier for men."

Senior Course of English Composition, BY J. C. NESFIELD. pp. iv. 358. Macmillan & Co. Price 3s. 6d.

This book is a continuation of the same well-known author's Junior Course. It falls into two parts of which the first deals with the figures of speech, and discusses the qualities of composition under the six headings of Perspicuity, Simplicity, Brevity, Impressiveness, Euphony, and Picturesqueness. Appended to these chapters are a large number of sentences drawn from current journalism and literature and displaying very careful selection, to be corrected, improved, or justified. Mr. Goldwin Smith's *United Kingdom* figures very prominently in these extracts. In Part II Mr. Nesfield discusses fully the structure of sentence and paragraph and goes on to deal with the writing of essays. There are fifteen compositions which afford exercises in reproduction, over a hundred 'skeletons,' and a very long list of subjects of various kinds, descriptive, reflective, historical, &c. An appendix supplies further material of this kind collected from various public examination papers. Altogether we have here a useful book which will add both to its author's reputation and to the equipment of those who study it carefully.

Lectures et Conversations Françaises, BY W. G. HARTOG. pp. x. 126. Rivingtons. Price 2s. 6d.

Mr. Hartog is an experienced teacher and in this Reader for middle and upper forms we think he has scored a success. The selections, partly anecdotes but mainly concerned with French history or French life, are not too difficult to be read at sight and are intended to form a suitable basis for French conversation. A few poems are appended for exercise in reading, repetition and paraphrase; and there are a number of oral exercises based upon the newer methods. A map of France and a plan of Paris are useful aids to the understanding and enjoyment of the book, and should be appreciated by pupils.

Selections from English Literature, Vol. II, EDITED BY CECIL M. BARROW. Macmillan & Co. pp. 192. Price 12 4s.

Here as in his first volume Mr. Barrow has preferred to give the senior students in Upper Secondary schools a few pieces of considerable length rather than many short extracts, a proceeding which gives his collection a decided advantage over such otherwise excellent books as Mr. Speight's 'Temple Reader' and Mr. Edward Arnold's series of 'Literary Readers, e.g., 'In the world of Books' and 'In Realms of Gold.' There are here six pieces of prose from Lamb, T. Hughes, W. Chambers, Miss Yonge (2), and Miss Edgeworth; and six of verse from Shakespeare, Gay, Goldsmith, Scott, Macaulay, and Arnold. The book is a reader pure and simple: there are no notes whatever. We have no doubt that Mr. Barrow's opinion, viz., that the selections 'will enable those who study them carefully to improve their knowledge of English as a language, and to lay a good foundation for further studies in English Literature'—will be fully justified by a progressive popularity in the use of the compilation.

The system of teaching languages by the 'direct' method has recently, chiefly through the efforts of Viator in Germany, and Berlitz in America, made considerable progress, and is extending in various countries. With the view of promoting this method, on the suggestion of two professors in Belgium, Messrs. George Bell and Sons have issued in one volume (price 2s. net) the unique series of illustrations in Webster's International Dictionary.

Intuition education may be applied to all branches of instruction—to Natural Science, History, &c., as well as to languages. By this method, everything is taught through the eye. The wearisome repetition of words is replaced by the exhibition of wall pictures and outlines, which bring the object or subject vividly before the child and instruct him without fatigue. Unfortunately the appliances necessary for working on these lines are far from complete. There are, it is true, some excellent series of pictures for special subjects, but until now no attempt has been made to provide anything like a comprehensive set for general use. This volume will no doubt supply the want and meet with the approval of instructors in various kinds of schools. It will accustom the scholars to see the object together with its name, and thus enable them to understand without need of translation. It represents, in fact, a pictorial abstract of human knowledge methodically classified, and should be a valuable aid to teachers in their explanations. As is to be expected considering the source of the pictures, there is no subject which falls outside their range from Aërial Locomotion to Zoology, and the general reader as well as the educationist will find it instructive.

We have received from Messrs. Macmillan and Co. advance copies of two books whose large worth is altogether out of proportion to their small size, and which bid fair to mark an epoch in the history of Indian school-books. The first of these is *The King Primer* which is introductory to a series of *King Readers for Primary Schools*. The primer contains a hundred very easy words in common use, only the short vowel sounds and a few of the long ones being taught. One feature of the book is the introduction of script side by side with the Roman characters in order that the child may be taught both forms from the first. Abundant use is made of illustration, in deference to the 'look and say' method of teaching, and there are several very beautiful coloured illustrations the equal of which we have seldom if ever seen in readers produced by an English firm. The great thing about the book however is its adaptability to the needs of Indian children. The ox is an Indian ox, the man is not the usual European specimen, the bird, the well, the tree, the cart (not so, however, the bed) are all such as children in this country will immediately recognize; there is no snow-balling or skating. We predict a great success from this series of readers if subsequent volumes follow the lines of the present one. The price however must be kept down. We know

there is not much margin when a book of this kind is sold for 4 annas, but 4 annas is after all a high figure from the standpoint of the average primary scholar of the lowest school class.

The other book is an *Arithmetic for Lower Primary Schools* written in strict accordance with the Madras Code. It deals with the work of the infant and first three standards, and is written in an easy style with a full knowledge of the needs of the case. It is, we understand, being translated into the four South Indian vernaculars. Both books have been prepared by Mr. E. Marsden, late of the Madras Educational Service, who has long been known as a skilful worker in these fields.

From Mr. G. A. Natesan comes a neat little book on *Hindu Feasts, Fasts, and Ceremonies*, the work of Pandit S. M. Natesa Sastri, B.A., whose signature often appears in the columns of the 'Madras Mail.' There should no longer be any mystification about the various feasts that come round in the course of the year, *Avani Avittam*, *Dipavali*, and the others, concerning which a newcomer to the country is so perplexed. For natives too this book should not be without its value. We could wish however that some more obvious plan had been followed in the arrangement of the chapters. A word of preface from the author himself would perhaps have been of more real service than the kindly and encouraging 'Introduction' by Mr. Beauchamp. There is a Glossary which is useful as far as it goes but which might have been longer, at the end of the book, and an appendix dealing with the Kaliyuga belief which attracted so much attention a few years ago.

Mr. V. Aiyaswamy Iyer of Madras has published an edition of Tennyson's *Maud* for the use of students. The poem has been edited by Professor Scott of the Wilson College, Bombay. A concise biography of Tennyson is followed by a discussion of his poetry especially in relation to his age and to his treatment of nature. An Introduction to *Maud* is followed by a synopsis of the story, and further sections deal with 'Ideas of the Poem' and 'The Form' and 'Metre.' The notes are, on the whole, adequate. The book is neatly got up and is worth the price charged for it (Re. 1 As. 4). No student however should fail to supplement this or any other hand-book by reading for himself Dr. Stopford Brooke's Chapter on 'The War Poems and *Maud*' in his 'Tennyson: his Art and Relation to Modern Life.'

Two reading books deserve a word. Captain Marryat's *Children of the New Forest* has been abridged for school use and illustrated; George Bell and Sons publish it at one shilling. Our esteemed contributor Miss Geraldine Hodgson, realising that English children have now many opportunities of becoming familiar with the stories of the *Iliad* and the *Odyssey* and that the Hindus are the fellow-subjects of the British, has adapted the "Monkey Tales" of the *Ramayana* as a Reading Book for boys and girls of tender years. "An effort has been made to retain the Indian picturesqueness of language, and what some people will call, the extravagance of view in the belief that these qualities are as dear to childhood as they are essential to so marvellous a legend." The little book forms one of Messrs. Dent's Temple Classics for Young People. We fear that the price (1s. 6d. net) will forbid its use as a school reader in India but it should become a favourite gift book both in school and home. There are seven excellent illustrations by W. H. Robinson.

The recent recommendations of the Mathematical Association are responsible for two more books on Elementary Geometry in addition to the many that have already appeared. One of these, *A School Geometry, Parts I and II*, covers the ground of Euclid's First Book. It is the work of the well-known collaborators, Messrs. Hall and Stevens and is published by Macmillan and Co. at 1s. 6d. Further parts are in preparation. *Elementary Geometry* by Messrs. W. M. Baker and A. A. Bourne of Cheltenham College forms a volume of Bell and Sons' well-known Cambridge Mathematical Series. It may be had in parts, or complete for 4s. 6d. The book is throughout thoroughly practical, especially as regards the course of Problems, and to Book III a Chapter on Elementary Graphs, with examples, has been appended.

Mr. S. Krishnaswami Iyengar has sent us a monograph on *The Chola Administration*. We have already noticed his paper on the history of this once powerful dynasty of Southern India. In the present work he has collected and arranged with considerable skill a number of scattered facts bearing on the administration of the Cholas which give us a fair—though by no means complete—idea of the character of their rule. The powers of the village assemblies seem to have been very considerable. There is much in this little brochure to interest and inform the

student of history and of comparative institutions.

Messrs. Bell and Sons have sent us two books which should be of good service to candidates for the Government Examinations in Commerce. The first is *Book-keeping by Double Entry* by J. T. Medhurst (Second Edition, revised); the second is *The "Touch" Type-writing Manual* by Joseph T. Warren, who has had a large experience of his subject. The price of each book is 1s. 6d.

Mr. S. Rajagopalachari has written a pamphlet 'On the Desirability of introducing Euclid's Elements of Geometry as an optional subject in the Lower Secondary curriculum of studies' in which he calls attention to certain defects in the present curriculum of studies for that examination.

Mr. N. Narayana Rau of Goribidnur has sent us a copy of some patriotic verses occasioned by the Delhi Coronation Durbar.

We have also received:—

From Macmillan & Co.:

Macmillan's Spelling for Promotion, BY R. F. MACDONALD. Intermediate and Senior. Price 4d. each.

A Short History of the English People, BY J. R. GREEN. Parts XXII and XXIII. Price 6d. each.

From George Bell and Sons:

Bell's French Course, Part I, BY R. P. ATHERTON, M.A. With illustrations. Price 1s. 6d.

Bell's English Classics—Kingsley's Heroes, EDITED BY A. E. ROBERTS. With illustrations and maps. (The first issue of this edition—in December 1902—was exhausted in a month.)

Reading taught through Rhyme and Rhythm, BY J. R. BLAKISTON, M.A., formerly H.M. Chief Inspector of Schools. Price 8d.

From Methuen & Co.:

The Student's Prayer Book. (The text of Morning and Evening Prayer and Litany with notes), BY W. H. FLECKER, M.A., D.C.L. Price 2s. 6d.

Indian Educational Notes.

MADRAS.

'OFFICIAL NOTIFICATIONS.

Mr. Thomas Cornelius Rice, B.A., First Assistant, Central High School, Mercara, to act as Headmaster of the same school during the absence of Mr. C. W. Moss, M.A., on other duty or until further orders.

The privilege leave granted to Mr. T. Janakiram Aiyar, Sub-Assistant Inspector of Schools, Trichinopoly Girls' Range, is extended by thirteen days.

Captain W. J. Niblock, I.M.S., is appointed to act as Professor of Surgery, Medical College, as a temporary measure. Captain R. Bryson, I.M.S., will act as Professor of Biology during the employment of Captain Niblock on other duty.

Mr. T. Somasundara Rao Pantulu, Assistant Inspector of Schools, West Coast Division, privilege leave for three months from the date of his availing himself of the same.

Mr. V. R. Venkatarama Aiyar, B.A., L.T., Fourth Assistant, Teachers' College, Saidapet, and Acting First Assistant Lecturer, Kumbakonam College, to act as Assistant Inspector of Schools, Presidency Division, in the tenth class of the Provincial Educational Service, during the absence of Mr. L. C. Williams Pillai on other duty or until further orders.

Captain William Hanock Tucker, M. R. C. S., L.R.C.P., I.M.S., to act as Professor of Materia Medica, Medical College, without prejudice to his own duties, during the absence of Captain T. H. Symons, I.M.S., on privilege leave or until further orders.

The Government of Madras have passed orders permitting local bodies to incur expenditure to the amount of Rs. 50 in providing their schools with copies of Dewan Bahadur V. Krishnama Chariar's publication entitled "His Majesty King-Emperor Edward VII.—a biographical sketch with an account of the great Coronation and an anthem, in Tamil."

The following Educational Notification appears in the *Fort St. George Gazette*:—"In rule I of Ch. IV of the Madras Educational Rules, the following shall be inserted as paragraph 3, namely:—"The Government of India have declared that fees must be reasonable and that institutions must not improperly compete by unduly lowering the fees."

GOVERNMENT have been pleased to sanction the gradual increase of salary of the Headmaster of the Municipal College, Salem, from Rs. 200 to Rs. 300 per mensem. Mr. Shutie has been for many years in charge of this institution, which has shown uniformly good work every year.

CANON SELL has been elected to the vacancy on the Syndicate caused by the resignation of Mr. E. Marsden. Mr. P. S. Sivaswami Iyer received the largest number of votes but was disqualified from representing the Faculty of Arts as he is not a member of that Faculty.

MISS MONTGOMERY, B.A., an American, has been appointed Lady Superintendent of Baldwin's Girls' School, Bangalore, which is now under separate management from the boys' side. Mr. P. V. Roberts continues as Headmaster of the boys' school, whilst Mr. R. S. Osborne, B.A., of Calcutta University, and Mr. D. H. Kelly have been entertained as Assistant Masters.

A PANCHAMA Boarding School for Boys has been opened at Ikkadu near Tiruvallur in connection with the Wesleyan Mission. The opening ceremony was performed by the Director of Public Instruction who confessed that were it not for the Missionary Societies he did not think the great work of Primary Education would be undertaken.

THE "Old Boys" of Bishop Corrie's Grammar School who lately came forward with subscriptions to renovate their school premises and who are now helping to liquidate the debt on the sister institution (Bishop Gell's Girls' High School) have decided on having an Annual Corrie Dinner on the premises. The school was opened on the 1st July, 1887, and it was proposed to have the 1st of these dinners on the 1st of July next; but as the schools in Madras will not open after the vacation, until the 6th July, and as many will be away from Madras, the Dinner will probably not come off until next cold weather.

A CORRESPONDENT writes:—"Mr. J. H. Stone, the Principal of the Teachers' College, distributed the prizes to the pupils of the Hindu Branch Training School, Saidapet, on Wednesday, the 22nd April. He spoke kind and encouraging words to each pupil as he came to receive the prize. The parents were exceedingly delighted to see him speak to their sons in Tamil and went home pleased at his solicitude and interest in the children. Mr. Stone then inspected some of the black-board sketches of the normal students, which, by the way, is a new feature introduced by him. Credit is due to its present headmaster, Mr. C. S. Sundaram Aiyar, for his efficient management of the school."

THE White Jews are evidently trying to avail themselves of all possible advantages for the expansion of English education among them. It is said that some of the principal members of the community have already approached the Durbar for certain concessions in the matter of school fees for the boys studying in the Ernakulam College, the same as those allowed to the Mahomedan and other classes of His Highness's subjects. The contention of the Jews appears to be that the community has much deteriorated in material prosperity, and consequently there are great impediments against their educational progress.

THE numerous friends of the late Mr. N. Vaidyanatha Iyer, M.A., of Kumbakonam, are taking steps to perpetuate his name and the many patriotic services he rendered to his countrymen as an educa-

tionist. He left property worth about Rs. 10,000 for the maintenance of a Sanskrit *Pathasala* which he intended to serve as a feeder to the Advaita Sabha, a philosophic association which owes its foundation to him. His friends are now collecting subscriptions to establish a memorial of him. It is suggested that a scholarship, a medal or a prize may be awarded in his name in connection with either the Kumbakonam College on the University of Madras. Nearly Rs. 500 has been promised and further subscriptions are invited, to be sent to Mr. N. Paramasiva Iyer, Cuddalore New Town.

THE inaugural meeting of the Voorhees College (Vellore) Literary Association, to which the public was invited, was held early in April, on which occasion Professor J. M. Russell, of the Madras Christian College, delivered a very interesting address on "Matthew Arnold." The Athletic Association of the college also held its anniversary this month, when medals were presented to those who secured the best averages in the cricket matches, made up of college students for the most part, on a trip to the West Coast during the holidays. Mr. Waring delivered an address on "The True Ideals of Sport." Mrs. Vaughan presented the medals.

PRIZE distributions have been held in connection with the following institutions:—

Pachaiyappah's College and Schools (The Hon'ble Mr. H. A. Sim, C.I.E.)
The Wesley College (Mr. A. S. Cowdell.)
The Pittapore Rajah's College (Mr. A. R. Cumming, I.C.S.)
Bishop Corrie's Grammar School (The Hon'ble Mr. H. Bradley.)
Pachaiyappah's Sports Association (The Hon'ble Sir A. White.)
The San Thomè Convent (The Bishop of Mylapore.)
Bishop Gell's Girls' High School (Mrs. R. S. Benson.)
The London Mission High School, Vizagapatam (Mr. R. H. Campbell, I.C.S.)

THE UNIVERSITY OF MADRAS.

A Convocation for the purpose of conferring degrees upon those candidates who had qualified for the same at the recent examinations in Medicine and Surgery was held on May 6th at the Senate House. Colonel W. R. Browne, I.M.S., the President of the Faculty of Medicine, had been deputed by H. E. the Chancellor to preside, and the Fellows having assembled and taken their seats, the Registrar placed the Reports of the Examiners before the Senate and they were taken as read.

The grace of the Senate on behalf of the candidates for admission to the Medical Degrees was supplicated by Lieutenant-Colonel J. Sturmer, I.M.S., and passed by the Senate.

The candidates, who wore the gowns and hoods pertaining to their respective degrees, were then directed by the Chairman to stand forward, and

were put the usual questions, to which they returned the prescribed answers.

The following candidates were presented to the Chairman by Lieutenant-Colonel J. VanGeyzel, having first received their Diplomas from the Registrar:—

M.B. AND C.M. (SECOND CLASS).

M. Kosava Pai, R. Mahadeva Iyer, E. K. Damodaram, A. Muthukrishna Reddi, M. K. Varughese, and S. Jesudasan.

L.M. AND S. (SECOND CLASS).

K. K. Thomas, C. N. Vedavanam, K. C. Chandy, S. Tambi Pillai, and V. Duraiswami.

When the candidates had been presented, the Registrar presented the record of the Degrees which had been conferred to the chairman, who signed the same.

The Convocation was then dissolved.

A MEETING of the Senate was held on the same day. In the absence of the Vice-Chancellor, the Hon'ble Mr. Justice Boddam was unanimously voted to the Chair, on the motion of the Hon'ble Mr. G. H. Stuart, seconded by Mr. N. Subramaniam.

THE BYSANI MADHAVA CHETTY ENDOWMENT.

Mr. N. Subramaniam moved that the following recommendation of the Syndicate be approved by the Senate:—

That the Senate accept the offer of an endowment of Rs. 2,000, invested in 3½ per cent. Government Promissory Notes, from the Trustees of the Bysani Madhava Chetty Charities for the purpose of awarding a gold medal annually under the following conditions:—

i. The medal shall be awarded to the candidate from the Presidency College or from Pachaiyappa's College who, among the candidates from these Colleges, shall obtain the highest number of marks in Sanskrit in the Second Language Division of the B.A. Degree Examination, provided that he qualifies for his Degree; and it shall be presented to him at the Convocation at which he takes his Degree.

ii. If, in any year, the medal be not awarded, the unexpended interest shall be added to the Fund.

iii. The Senate shall have power to make such changes in the conditions of award as new circumstances may render desirable.

Mr. M. Visvanatha Iyer seconded the motion, which was carried.

JOHNSTON OF CARNSALLOCH SCHOLARSHIP.

As regards the Johnston of Carnsalloch Scholarship, the Hon'ble Mr. Bilderbeck said that, under instructions from the Syndicate, he did not intend to move the proposition of which he had given notice. During the last few days, and since the circulation of the Agenda paper, certain legal difficulties connected with the administration of this Scholarship had presented themselves, and the Syndicate was of opinion that the whole question should receive fuller consideration before definite proposals were submitted to the Senate. It was not expedient, then, for him to enter into the nature of those difficulties, but

he would say that as soon as the matter had received fuller consideration it would be brought before the Senate at the earliest possible date.

CHANGES IN THE CURRICULUM.

The Senate next proceeded to consider the Report by the Registrar embodying the Resolutions passed by the Senate in Committee on the 17th January last regarding the curriculum for the B.A. Degree Examination in Branch V (History).

The Rev. F. W. Kellett formally moved that the Resolutions passed by the Senate in Committee be confirmed.

Mr. Z. H. Stone seconded the motion, which was carried.

A POINT OF ORDER.

The Rev. E. M. Macphail moved, under By-law 57, that a Committee be appointed to consider the question of the term certificates for the B.A. Examination.

Mr. B. Hanumanta Rao rose to a point of order and remarked that no notice had been given.

The Rev. Mr. Macphail pointed out that under By-law 57 no notice was necessary. He also said that at a previous Meeting the Hon'ble Mr. Bilderbeck had explained that a motion for appointing a Committee might be made at any stage and at any time.

The Hon'ble Mr. Bilderbeck:—I do not accept that interpretation of my language.

The Chairman ruled the motion out of order as it was not relevant to the subject before the meeting. The subjects on the Agenda paper having been disposed of, no motion of the kind could be brought forward.

The Rev. J. M. Russell said that the thing had been done constantly in the past by the Senate.

The Hon'ble Mr. G. H. Stuart pointed out that Mr. Russell was speaking against the authority of the Chair.

The Rev. Mr. Russell replied that he was not, and that he was only trying to save the Senate from stultifying itself by pointing out that a motion of the kind had been allowed in the past.

The Rev. Mr. Macphail asked that a reference might be made to the proceedings of the Senate in connection with the Meeting held to discuss the Universities Commission's Report.

A reference was accordingly made at once and the Chairman then said that, referring to what had occurred at the Meeting referred to, it appeared that there had been a proposal by Mr. Bilderbeck, seconded by Mr. Ganapathi Iyer, that the Special Committee appointed be also requested to consider the Report of the Universities Commission in view to the framing of propositions on the questions raised in the Report for early submission to the Senate. The question referred to the Senate was with regard to certain propositions on some of the questions raised in the Report; so that the proposal for a Committee was relevant to the business in hand. It was not a matter raised after the Meeting had been closed with reference to a matter of which no notice had been given. No question could be brought up for consideration before the Senate which had not been submitted to the Syndicate.

The Rev. Mr. Macphail remarked that that was contrary to the practice of the Senate.

The Chairman said that they ought to be guided by the By-Laws.

The Hon'ble Mr. Bilderbeck said that the Committee alluded to by Mr. Macphail as having been appointed at a former meeting was a Committee appointed to consider certain questions before the Senate of which notice had been given. The subsequent motion was for enlarging the functions of the Committee. That motion was made under By-law 51.

The Rev. Mr. Macphail remarked that in that case that motion had been out of order.

The Rev. J. M. Russell asked that the Chairman's ruling on the present question might be put on the Minutes of the Senate for future guidance.

The Meeting then terminated.

BOMBAY.

OFFICIAL NOTIFICATIONS.

Mr. F. G. Selby, M.A., Acting Director of Public Instruction, is granted privilege leave for three months, in combination with furlough for three months, from the date on which he is relieved.

Captain W. H. Dickinson, M.B., B.Ch., I.M.S., acts as Professor of Chemistry and Medical Jurisprudence, Grant Medical College, during the absence of Major T. D. C. Barry, I.M.S., on leave, or pending further orders.

An interesting programme was gone through on Sunday, April 26, at "The Victoria Memorial School for the Blind" in Bellasis Road, Byculla. There are fifteen inmates of this young Institution, almost all victims of the famine. They were not born blind, but have become so owing to the effect of starvation during the terrible period of distress that visited this Presidency in the last and other years. The pupils are of every age, and now look well-fed, well-clothed, and happy. They have been under tuition for the last three months only, and are being taught by Dr. Nilkanth, who himself knows what the loss of sight means. He has adopted a system of signs by means of a tablet with six small sockets and balls by which letters, syllables, words, and sentences are taught. It is a marvellously simple but skilful manipulation. All that is taught is taught in Gujarati, the language which most of the boys, being from Ahmedabad and its neighbourhood, speak. The boys are taught manual work, sewing, and various trades. It was marvellous to see one little chap thread an ordinary needle almost as quickly as he could if his eyes helped. He had attained the speed of 100 needles threaded in an hour, a speed that very few sharp-eyed boys would reach. They are also taught cane-plaiting for the seats of chairs, and very well they do it, having learned to gauge the size of cane and fix their knives themselves at the proper angle to shave down inequalities and produce a smooth and even strip of cane for plaiting. Threading of beads for chicks

was another useful occupation remarkably well done, the windows and doorways of the house in which the boys live and learn are hung with well made bead-chicks, all their own work. Mr. Jehangier Bomanjee Petit, the energetic Honorary Secretary, and his wife with many other Parsee ladies and gentlemen were present on Sunday at the Institute where the boys shewed what they had been taught in so short a time. There is room for at least twenty more boys, and they would be welcomed and given a chance to learn how to make a living in spite of their affliction. Of the blind children roaming the Bombay streets and begging, half-a-dozen were induced to enter the school, but the delights of a wandering independent beggar's life proved irresistible and they ran away again. It speaks volumes for the vicarious charity but little for the wisdom of the public that such waifs and strays should find it pay to beg instead of entering an Institute where they will be fed and clothed and taught for nothing. When the knowledge of the good this school for the blind can effect becomes known in the Presidency, no doubt those afflicted with the direst of losses will avail themselves of its benefits, and the advantages of the school will increase as necessity arises. At present it is doing an excellent work, though it does not reach as many as its organisers desire.

A lecture in connection with the same Institution was delivered in the hall of the Prarthana Samaj, Girgaum, by Dr. Nilcentral Dayabhai, Principal of the School (himself a blind man) on The Education of the Blind. The Hon. Sir Balchandra Krishna presided.

The chairman introduced the lecturer, and, in doing so, gave a brief sketch of his life and career. He was several years ago in sound health, and was a Government servant at Ahmedabad, and had passed the L. M. and S. examination of the University in 1885. A few years ago he sustained an injury to his eyesight, and having had to leave the Government service he had since been practising as a medical man at Ahmedabad. The lecturer had also written and published several pamphlets on various topics. He was now the Principal of the School on a fixed salary.

The lecturer, in addressing the meeting, gave an account of the state of blind people in England and on the continent previous to the year 1846, since which time, he said, their condition had been materially changed for the better. New systems of alphabet had been invented, and the blind were taught to read and write. They were also trained in various industrial arts, such as carpentry and rattan chair work. The condition of the blind in Bombay at present was, he said, identical with the condition of the blind in Europe prior to 1846. However, with the establishment of the school to which he had the honour to belong, he was hopeful of good results.

The students were made to pass through an examination in reading, writing, singing, rattan work, etc. There was a peculiar process adopted for teaching the students to read by feeling the letters of a word by the fingers, and to write by pricking the letters of their own alphabet.

At the request of the chairman, Mr. K. N. Kabrajee described some of his experiences in the matter of the blind while he was in England.

On the motion of Mr. E. Grey, thanks were voted to the chairman and to the lecturer.

A WELL-ATTENDED meeting of ladies and gentlemen of different nationalities was held on Thursday evening, April 23, in a shamianah in the compound of the Jewish Synagogue at Byculla, to witness the inaugural ceremony of the Jacob Sassoon Free School. Mr. Jacob Sassoon, the founder of the school, presided. Among those present were the Hon. Mr. Moses, Messrs. S. E. Shellim, R. H. S. Isaacs, Professor Haffkine, Sir Jamsetjee Jeejeebhoy, Mr. Silas Sassoon, Mrs. Flora Sassoon, Dr. T. E. Nariman, Messrs. James Macdonald, John Wallace, S. J. David, N. S. E. Nissim, S. Nissim, J. E. Salmon, Mr. and Mrs. S. Abraham, Mr. and Mrs. Nathan, Mr. K. R. Cama, etc.

Mr. Jacob Sassoon, in addressing the meeting, said: Ladies and Gentlemen, you have just heard the report that has been read to you, and it will therefore be unnecessary for me to go over the details again. My revered grandfather, the late Mr. David Sassoon, having seen the pressing necessity that existed to educate the children of the poor of our community, if they were to occupy in the world such positions of respect and trustworthiness as we strongly wish for them, began to make arrangements as you have heard, by which the desired education might be secured. Only his death prevented the completion of that arrangement. At the close of 1899 my uncles and cousin Sir Edward Sassoon had discontinued the assistance, which up to that time they had been giving. As a grandson I have considered it imperative on me to endeavour to fulfil what I am assured must have been his earnest wish, i.e., to provide education for our poor Jewish children in this city. It is this object which I am trying to carry out by opening this school to-day. The obstacles which beset the necessary preliminary arrangements having been overcome, the school will from to-day be carried on as the "Jacob Sassoon Free School." And I need hardly say how exceedingly anxious I am that the benefits which the school may confer should be used to the best advantage, and that those educated here may be inspired with a desire for knowledge and especially such knowledge as will serve to make them useful citizens and good God-fearing members of society. At first the aim is to secure solid elementary instruction, in both Hebrew and English; but should any pupil show excellence in abilities and conduct sufficient to justify assistance to higher education than is obtainable in the school a hope may be entertained that, if possible, such assistance may be found. The school is to be in the full sense of the word, a free school, as no fee whatever is to be charged. We have calculated that 200 children may, in this way, be educated. My desire is that the teaching shall be carried on with patient tactful kindness, so that the teachers may secure the confidence and good-will of the pupils without which the lessons of discipline and morality will be of no avail.

Both teachers and pupils must endeavour to secure and maintain a good tone throughout the school, and one which may thoroughly leaven the young lives who leave its doors for the serious business of life. I would not forget the very valuable help Mr. Shooker Abraham has afforded me in carrying out so far the object I have in view. His practical interest in the affairs of the school has been unceasing, and I would here acknowledge my indebtedness for his kindly labour. I may say that Mr. Macdonald, who has for so many years interested himself in the welfare and advancement of the Jewish community, has been assisting me with his advice, and I trust that as one of the Directors of the school, he will continue to use his wide and varied educational experience for the benefit of the school, so that it may reap the fruits of his wide knowledge and thus grow up into a sound and healthy institution. Ladies and Gentlemen, I have now the pleasure to declare the school opened from this day. The Master will enter the names of attending pupils and the school will be fully set agoing from the 1st May; and I wish it every success.

Mr. James Macdonald said: Mr. Sassoon has been kind enough to make mention of my name, and my interest in this work and in the Jewish community generally. With your permission I shall tell you how and where this intellect originated. Long before leaving Scotland for the shores of India and when with anxious care I was examining the foundation of my own faith I was most powerfully attracted to the peculiar position occupied by the Israelites in the history of the nations of the world. I found that this nation dating from primeval times and coming within the range of history upwards of three thousand years ago had seen the rise, decline and fall of the most ancient empires, and yet even as the bush burned on Mount Horeb and was not consumed so this nation still has all the vitality necessary for active and continued existence. This fact alone made the subject of the highest attractive interest to me. But it can hardly be told how greatly my interest was increased when by further study and comparison, I was forced to the conclusion that the highest culture on which the most advanced modern nations pride themselves had its origin with the two creative nations—the Hellenes and the Hebrews, that, to put it otherwise, man was raised from barbarism and savagery to culture and refinement by the sole aid of these two peoples, the Greeks and the Jews. In the regeneration of civilisation the participation of the Greeks is granted without any dissenting voice. No one doubts that the Greeks scattered abroad the budding blossoms of the beautiful in art and the ripe fruits of a higher intelligence. One can find the embodiment of their intellectual genius in their literature from which as well as from surviving ideals in the fine arts, a new life-giving energy still issues forth. These Greeks are long since dead and may it not be possible that just as at the grave of an illustrious man a friend sometimes even overrates his merit, so we may be conceding to the Greeks much which, on calmer consideration, we might be unable to justify. Their arts and their wisdom could not save them from destruction. Of the other creative race—the Jews,

may we not, just on account of their continued existence, be loath to acknowledge their merits and moral attainments. For myself I believe that the Israelites alone effected the emancipation of man by proclaiming holiness to be 'a sine qua non' in the life of man, the equal rights of man, and all that is included in the term humanity. Although they have erected no colossal building, or any notable architectural monuments, they have left practical conceptions which adequately reflect the highest ideals of life as these are described in the beautiful psalms of David and the other sweet singers of Israel and in the poetically fashioned eloquence of the prophets. Our God is the cry in song and story, and truth is the fundamental quality in both. The historical style of the Israelite pictured events only according to the canons of truth, and without any endeavour to excuse or hide the shortcomings of heroes, kings or nations. If Greek literature, as I believe, elevated the dominion of art, and its conceptions, Hebrew literature idealised the domain of holiness and morality. The continued existence of the Jewish race through long epochs of time containing for them but little peace and security, and, too frequently, periods in which they were dragged along in the fierce whirl of passing events is due to its devotion, however wavering, to the one living and true God, and observance of the law which they promulgated to them from amidst the thunders and lightnings of Sinai. These too lengthened remarks about the past, leave me but a few minutes to refer to the necessity that has for years existed to provide elementary education for the poor of the community in Bombay. As many of you know, I have been in charge of schools in Bombay for upwards of thirty-five years, and latterly, owing to the increasing numbers of Jewish children pressing into these schools and the stringent rates of Government the position of one having to refuse the piteous petitions of anxious fathers and mothers has been most unenviable. This difficulty will now wholly, if not entirely, be removed by the generous liberality of Mr. Jacob Sassoon. The benefactions of the Sassoon family are well-known. We have the name in our Mechanics' Institute, in the Reformatory, and now in the Jacob Sassoon Free School. You have been told how a fountain of learning was opened many years ago by Mr. Jacob Sassoon's revered grand-father, Mr. David Sassoon, how his trustees carried it on till the 1st January, 1900, when, for some reason or another, the perennial flow ceased, and only an intermittent flow continued for one year. For over two years some 200 children have been without the elements of education; and as I think of the high hopes anticipated in connection with the establishment of this school on a solid and satisfactory basis, I am filled with a great regret that by this temporary drought, whatever may have been its cause (and I am against criticizing motives) the thirst of so many has remained unquenched, and these children have for a fourth part of the time allotted to school life suffered a deprivation which must cripple their mental and moral activities for the rest of their lives. For, as it has been said, "of all sad words of tongue and pen, the saddest are 'It might have been.'" This is not

a time for the indulgence of regrets. The stream dried up for so long has once more begun to flow, and Mr. Sassoon is now placing it within the power of this and succeeding generations to drink deep and freely at the fountain of wisdom and instruction. And I am glad that the name of Mrs. Sassoon has not been omitted, for I am well aware how keen has been her interest and how sympathetic her support since the present scheme had its inception.

BENGAL.

OFFICIAL NOTIFICATIONS.

Dr. Prasanna Kumar Ray, Professor in the Presidency College, is appointed to be Principal of the Dacca College, vice Mr. E. F. Mondy, about to retire.

Babu Aditya Nath Mukherjee, Professor in the Bethune College, is appointed to be a Professor in the Presidency College.

Babu Hem Chandra De, Professor in the Dacca College, is appointed to be a Professor in the Bethune College, vice Babu Aditya Nath Mukherjee.

Mr. Bhupati Nath Das, Professor in the Patna College, is appointed to be a Professor in the Dacca College, vice Babu Hem Chandra De.

Miss E. Levi is appointed to act as Lady Superintendent of the Female Normal School, Jubbulpore, during the absence on leave of Miss Ross, or until further orders.

OWING to the serious illness of Mr. J. S. Slater who was to officiate as Director of Public Instruction for Mr. Pedler, the latter had to postpone his contemplated departure to England. It has now been arranged that Mr. Edwards will officiate as Director, and Dr. Ray as Principal, of the Presidency College

DIFFERENT nations, says the *Sind Gazette*, have different national games and various forms of exercise; and in populous cities like Karachi or Bombay one would expect to find a diverting variety. But it may be readily admitted that the cheapest and yet most strength-giving exercise is *dands*, devised thousands of years ago by the Indian Pahlwans. We are glad to hear that in the Education Department of the Central Provinces, physical instruction has been put on a thoroughly sound basis by teaching this exercise according to a method followed by an English sergeant. At the word of command a whole school of boys will throw their bodies into the weird position of the ancient *nihoars* and *bhaitals*, or do the difficult *dand*. From time immemorial these exercises have been practised by the Indian wrestlers, but it is in combination with the method of the drill sergeant above mentioned that they are so effective. The boys in the schools where these exercises are used have a physique and upright carriage which is noticed at once by the visitor from other Provinces. And at the same time this very sound system of physical instruction does not involve the expenditure of a single penny in the way of apparatus.

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THE results of the Benares Sanskrit College examinations contain a feature of peculiar interest. Among the candidates who have passed the whole of the Madhyama (Intermediate) examination occurs the name of Mr. D. B. Spooner, of the Harvard University. Not only has this American scholar passed the entire examination, which is usually taken in parts extending over four years, at one attempt, but he stands fifth in order of merit among the 15 students who have achieved this feat. The examination is one which is conducted solely on the lines of Indian scholarship, without any introduction of Western comparative methods or philology. Not only have all the candidates hitherto been Hindus, but an overwhelming proportion of them are Brahmins.

THE first prize for the Jogendra Chandra Ghosh's "Research Prize in Comparative Indian Law," will be awarded in January, 1906. The value of the prize will be Rs. 1,000. The subject for the year 1906 will be:—"Discuss the theory of adoption as expounded by the Hindu Smriti Shastras, and compare the law regarding the adoption of an only son therein contained with the decisions of the Privy Council and of the different High Courts and other Courts in British India on that subject." The essay must be written either in English or in Bengali.—The Griffith prize for 1903 will be awarded by the Syndicate in the course of 1904. The subject for the prize will be an essay or record of original work in some Department of Letters. All persons who have taken the degree of Bachelor in the Faculty of Arts or the corresponding degree in any other Faculty in this University will be allowed to compete.—In accordance with Rule (2) of the Revised Rules for the award of the Coates Memorial Prize (Calcutta University Calendar for 1903, pages 268-269), applications are invited from candidates who intend to compete for the prize for 1903.

THE annual distribution of prizes to the pupils of the Priya Nath Hindu Girls' School was held on Monday evening at the hall of the Suburban School, Bhowanipore. A large number of parents of the girls and friends of the Institution were present, the Hon'ble Mr. R. T. Greer presiding, and Mrs. Greer giving away the prizes. The proceedings opened with the Honorary Secretary, Babu Nanda Lal Mullick, reading the Report, which showed that the school started in 1901 with eighty-nine pupils on the rolls, and the number had been steadily increasing, the instruction imparted being based on purely Hindu lines. Last year, for the first time, four girls were sent up for the girls' scholarship examination, and all passed, two obtaining scholarships of Rs. 15 per annum. Babus Priya Nath Mullick and Surendro Nath Mullick had each presented a silver medal to two of the foremost scholars, and other friends of the Institution had provided numerous prizes to encourage the children. The prizes, which consisted chiefly of dolls and work-boxes, were then distributed by Mrs. Greer after which the Hon'ble Mr. Greer

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briefly addressed the gathering, observing that the school was performing a useful duty in a small way, and deserved every encouragement.

CALCUTTA UNIVERSITY.

THE annual meeting of the Senate was held at the Senate House College Square, on Saturday afternoon, April 23rd. The Rev. Father Lafont presided, and there was a good attendance.

UNIVERSITY ACCOUNTS.

The Officiating Registrar laid before the Senate a letter from the Secretary to the Government of India, Home Department, forwarding copy of a Report on the audit of the accounts of the University for the year ending 30th June, 1902.

He informed the Senate that in accordance with that letter further investments in Government Securities had been made, and that a permanent advance of Rs. 300 had been granted to the Registrar to meet the petty expenses of his office.

APPOINTMENT OF A REGISTRAR.

Babu Kali Charan Banerjee, Officiating Registrar, was unanimously elected Registrar of the University.

BOARD OF ACCOUNTS.

Mr. I. C. Bose, Mr. C. Little, and Mr. H. M. Rustomjee were appointed a Board of Accounts for the year 1903-1904.

ANNUAL REPORT.

The Officiating Registrar laid before the Senate the Annual Report of the Syndicate for the year 1902-1903.

The Report was adopted.

CONSTITUTION OF THE FACULTIES.

The Faculties for the year 1903-1904 were constituted as follows: Arts—President, Mr. A. Pedler; Law—President, Mr. R. Mitra; Medicine—President, Lieutenant-Colonel G. Bomford; Engineering—President, Mr. J. S. Slater.

MATHEMATICS IN THE M.A. EXAMINATION.

Mr. C. Little moved the Senate for an expression of opinion on the following points: (1) Whether the system of allowing marks adopted in papers 3 and 4 in Mathematics, B. Group, in the late M.A. Examination, is in accordance with the rules laid down for the guidance of examiners. (2) Whether the exceptional difficulty of the questions set in papers 3 and 4 did not constitute a sudden and arbitrary departure from the standard of past years. He said that the two papers in question were brought to him after the examination by some of his students, who complained about them. He took no action in the matter until after the results of the examination had been published. From his experience of seventeen years he was convinced an injustice had been done and he wrote to the Syndicate about the matter. The Syndicate replied that they had referred the matter to the Board of Examiners, who had met and passed resolution to the effect that they thought no injustice

had been done and accordingly declined to interfere. He was not satisfied with this reply, and as it seemed to him that there had been a substantial injustice, he had brought the matter before the Senate, who could express an opinion or not as it pleased them. Even if they agreed with him in thinking an injustice had been done it was very doubtful whether they could do anything to remedy the matter now. The candidates had not only had lower marks but more difficult questions. He thought some steps should be taken to prevent the recurrence of such an injustice to individuals.

Babu Gouri Sunker Dey was of the same opinion as Mr. Little.

The Hon'ble Dr. Ashutosh Mookerjee remarked that as to the difficulty of the papers he had no hesitation in saying that the papers were the most difficult ever set for that examination and in many respects unfair. As regards the unfair distribution of marks the matter was not so clear. The matter came before the Board of Examiners, who found that the marks might have been altered in two or three instances by one or two marks, but that these additional marks would not have affected the passing of the candidates. The Board, therefore, found that no injustice had been done to any of the candidates. He submitted, therefore, that though he was free to admit that the papers set were exceptionally difficult, he was not convinced that the mode of working adopted was unfair or that the candidates were prejudiced by it.

Mr. Justice Guru Dass Banerjee disagreed with the Hon'ble Dr. Ashutosh Mookerjee and agreed with Mr. Little and Babu Gouri Sunker Dey.

Mr. C. R. Wilson held that the system of allotting marks was to the advantage of candidates. Some resolution, however, might be passed on the second point.

The Rev. Dr. Morrison said it seemed to him that the Board of Examiners acted a little unjustly to themselves, to the University, to teachers and to future students. He moved that the Senate is of opinion that the method of alternative marks may be unjust to candidates and should not be followed in future by setters of papers.

The Rev. Mr. Begg thought the discussion had been useless because he did not know how they could arrive at any conclusion.

The Hon'ble Dr. Ashutosh Mookerjee moved that, considering the difficulty of coming to a decision in the present stage, they should refer the matter to the board of studies in Mathematics.

Mr. C. R. Wilson seconded this motion.

The Rev. Dr. Morrison withdrew his motion.

The Hon'ble Dr. Ashutosh Mookerjee's motion was then put and carried.

THE RAJCHANDRA COLLEGE.

The Officiating Registrar laid before the Senate certain papers with reference to the management of the Rajchandra College, Barisal, with a recommen-

dation from the Syndicate that the privileges of affiliation be withdrawn from the College.

The Chairman said the Officiating Registrar had just received a telegram from the proprietor of the Rajchandra College saying that he had taken over charge from the middle of February, that he was sending an explanation, and asking for a fortnight's postponement of the matter.

The Hon'ble Dr. Ashutosh Mookerjee stated that, if there was a general desire that the consideration of the matter be postponed, he would not hurry on the matter.

Dr. Rajkumar Sarbadhichary moved that the matter be postponed for a fortnight.

The Rev. Father Neut thought they should bear some of the arguments on the opposite side.

Dr. Chuni Lal Bose pointed out that the matter had been before the Syndicate for the last twelve months. The proprietor had not paid any attention to the recommendations of the Syndicate. So far as they could judge from the report of the Director of Public Instruction the College was in a most deplorable condition, the sanitary arrangements were defective, the teaching staff inadequate and defective, and the menial staff defective.

Mr. C. R. Wilson, Mr. Wheeler, and Babu Dwarakanath Chuckerbutty strongly protested against any postponement of the matter.

The motion for an adjournment was then put and lost.

The Hon'ble Dr. Ashutosh Mookerjee then moved that the recommendation of the Syndicate that the privileges of affiliation be withdrawn from the Rajchandra College, Barisal, be adopted. He said that on the 16th January, 1889, Behary Lal Roy, proprietor of the Rajchandra School, applied to the Syndicate to have his institution affiliated to the University. In that application he gave an assurance that he was a zamindar of the Backergunge District and would incur all the expenses in connection with the working of the institution. Subsequently he applied to have the institution raised to the status of a first-grade college when this assurance was repeated. That application was granted. On the 12th April, 1902, the Syndicate received a letter from the then Principal of the College complaining bitterly of the manner in which the proprietor was managing the institution and for the first time the Syndicate then came to know that at least six years before Behary Lal Roy had completely abandoned all connection with the College and had transferred the management to Lalit Kumar Bose. The Syndicate resolved that the College should be at once inspected and suggested that the Director of Public Instruction should visit the institution. Mr. Pedler, however, suggested that he could not visit the College unless invited by the College authorities. The Syndicate wrote to the proprietor waited for months, sent reminders, and in September Mr. Pedler was invited by the proprietor. When Mr. Pedler went there he found that the Principal, who had written to the Syndicate, had been dismissed, Mr. Pedler got as

much information as he could and furnished a report. The substance of his report was that the institution was a College in name only but not in substance. However, as it was an institution which had been affiliated for many years and had on its rolls a large number of boys, the Syndicate were anxious not to disaffiliate it without giving the proprietor an opportunity of explaining matters. On the 22nd November last the Syndicate wrote to the proprietor that the College should at once be placed under the care of a responsible Committee of Management, that they should carry out the reforms suggested in the report of Mr. Pedler, and that in default the Syndicate would have to consider the disconnection of the College with the University. On the 6th December they received a letter from the proprietor, who, instead of appointing a responsible Committee, wanted the Syndicate to define what a responsible Committee was. The Syndicate gave the required definition, and on the 17th January last Behary Lal Roy wrote to the Syndicate that he had appointed a Committee, but in the opinion of the Syndicate this was a bogus committee. In the meanwhile Behary Lal Roy entered into an agreement with the proprietor of the rival College at Barisal for the amalgamation of the two institutions, and actually placed the management of his College in the hands of the proprietor of the other College. The students of the Rajchandra College rebelled and 200 of them patrolled the streets saying that Behary Lal Roy must not carry out the terms of his agreement with the proprietor of the rival College, and that if any attempt was made to amalgamate the two Colleges, they would destroy the other College. Mr. Beatson Bell, Settlement Officer, Barisal, finding a breach of the peace imminent, had to take charge of the other College. In the meantime the Rajchandra College had been going from bad to worse. There was no discipline, the institution was in a worse position than it was when Mr. Pedler visited it, and the proprietor was either not willing or not able to spend the money actually necessary. The teachers in the meanwhile wrote to the Syndicate that they had not been paid their salaries, and the Syndicate replied they could not interfere. On the 16th February Mr. Beatson Bell wrote as follows to the Syndicate:—"With reference to your letter of 21st January, 1903, I beg to state that I managed the affairs of the Rajchandra College up to 31st January and audited the books up to that date. The affairs of the College are in such a state that no self-respecting person would consent to serve on the Committee unless an adequate cash balance of at least Rs. 10,000 were immediately placed to the credit of the Committee. I see no prospect of any such provision. Moreover, my short experience of business relationship with the present proprietor is not of such a nature that I desire to see it prolonged. As regards the proposed amalgamation of the Colleges, I think that there is room in Barisal for two well-equipped and well-endowed Colleges. Both the present Colleges (especially the R. C. College) are of a 'hand-to-mouth' character. Their competition is deleterious to the cause of education in the town. If an amalga-

mation, accompanied by an endowment, could be arranged, it would be desirable. Amalgamation unaccompanied by an endowment would remove the evils of the present competition, but would be no permanent solution of the educational problem in Barisal." Matters had not improved and Behary Lali Roy had done nothing, and therefore the Syndicate had no hesitation in recommending to the Senate that the Rajchandra College should be disaffiliated. If the Senate did not accept that recommendation, the effect would be extremely deleterious to education in Barisal and also throughout Bengal.

Maivii Abdul Karim seconded the motion, which was carried, only one voting against it.

The meeting then separated.

UNITED PROVINCES AND PUNJAB.

MR. A. C. WOOLNER, B.A., of Trinity College, Oxford, has assumed the duties of Registrar of the Punjab University and Principal of the Oriental College, Lahore, in succession to the late Dr. Stratton. Mr. W. T. Wright, whose services were temporarily lent to the University as Registrar, has returned to the Education Department; and Mr. T. W. Arnold, B.A., who, in addition to his duties as Vice-Principal of the Government College, acted as Principal of the Oriental College, has relinquished that appointment.

By the death of Miss Annie Sharp at Rajpur on the 24th April the cause of the blind in this province loses an enthusiastic and successful worker. For some years past Miss Sharp had been training a number of blind boys, girls and women at St. Catherine's Hospital, Amritsar, with no little success, in industrial work and in the use of the "Shirreff-Braille" system for reading and writing by the blind.

The first European to seek a Certificate for Gymnastics under the Punjab Education Department is Dr. Pennell, of the C.M.S. Mission at Bannu. Dr. Pennell took the course in order to encourage his teachers and pupils to try for certificates. He acquitted himself very successfully on the horizontal bar, and also in the cricket and football fields, a certain proficiency in both those games being required of candidates.

The Director of Public Instruction, United Provinces, has informed the Principal that the Bareilly College will be abolished after the long vacation, and that the funds, in the hands of the Trustees of the College, which were collected by public subscriptions, will be appropriated to the construction of a hostel for students to be attached to the Muir Central College. The Trustees are, it is said, opposed to the abolition, and at their last meeting they resolved to ask the Government for a further extension of time, for two years, to enable them to

make one more effort to raise the funds to the extent required for the maintenance of the College.

The Pioneer is rather hard on the Allahabad graduates. It says:—The last provincial *Gazette* contains the results of the M.A., B.A. and the First Arts examinations conducted by the University of Allahabad in March, 1903. Only 12 candidates have obtained the degree of M.A. Of these, one was examined in philosophy, and the rest are in English literature only. It is a sufficient anomaly that purely Indian students should be allowed to earn this degree by passing an examination in English literature, but this anomaly becomes heightened to an absurdity when we observe that three of the candidates are either Europeans or Eurasians. To grant such candidates the degree of M.A. on such a basis is only to discredit altogether the value of the degree as evidential of the application of any real educational test.

The results of the B.A. examination appear to indicate a dull level of mediocrity in the candidates. Out of 228 students only one passed in the first division, this solitary candidate coming from the State College at Jaipur, and only 35 appear in the second division. The Aligarh College, which passed eight candidates in the second division, has the best record. Some Colleges, such as Christ Church College, Cawnpore, and Jubbulpore College only succeeded in passing candidates in the third division, while of 19 successful students from the Agra College, only one rose above the lowest division.

The same feature characterises the results of the First Arts or Intermediate examination. Only 11 candidates out of 651 appear in the first division, and of these three come from Ajmeer and Jeypore, while two are female candidates, either European or Eurasians, whose success may be largely discounted in an examination which practically turns almost entirely upon a knowledge of English.

NORTH-WEST PROVINCES.

The Educational Exhibition, Lahore, was opened on Monday, April 19, without any formal proceedings, and attracted a large number of the general public. Though the Punjab naturally preponderated, every other Province—Bengal, Bombay, the United Provinces, Nagpur, and even far-off Madras—was strongly represented. The whole thing was an object lesson in the large and growing part which things, rather than books, now play in the education of the young. Among the exhibits were exquisite architectural drawings by the Mayo School of Art, clay models of domestic animals executed with great spirit and life-like accuracy; a table of scientific apparatus, much of it by the Punjab Science Institute. The Multan Convent School utilised actual specimens in preference to counterfeit presentment, such as corn cobs, samples of grain, cooked food, and soap. Then there was an ingenious apparatus for teaching perspective drawing, needle work, geometrical models, a knitting machine worked by girls, embroidery to which Euro-

pean and native girls' schools contributed; carpet looms; wood-carving; a map of India modelled in clay, with an apparatus supplying real water to the rivers; and practical telegraphy. There was also on view aluminium ware, metal-work, the model of a locomotive with permanent way, signalling apparatus; and excellent basket-work by the pupils of the Blind School, Amritsar. There was also on show a suggested canopy for the Queen's statue, Lahore; working models of agricultural implements; and home-made slates and pencil cases from Chumba showed how an important demand could be met by indigenous manufacture. Then there were book exhibits, several publishing houses being well represented; specimens of calligraphy; gymnastic implements; school furniture; and type-writers; while outside there was a new and remarkable kind of water-lift, combining a common pump and a Persian wheel. The exhibition was full of hints as to the use to which industrial training may be put as the hand-maid of mental development.

Sir Charles Rivaz visited the Educational Exhibition on the 23rd and showed the keenest interest in the exhibits. He expressed surprise at the extraordinary variety and excellence of the articles. In the evening His Honor again attended to see the gymnastic display by the boys of the Sanawar Asylum. The crowd of spectators was enormous. The neighbouring roofs, trees, and lamp-posts were all occupied. The performances were received with the heartiest applause. At the close cheers were given for the Sanawar Asylum. The Exhibition has been an unqualified success, and the public have shown hearty appreciation of its nature and importance.

The following certificates were Blackie and Sons, Bombay, first class; Longmans, Green and Co., second class; Normal School, Nagpore, for school apparatus and Patwari and Mahajani account-books, first class; and Wagle and Co., for games and materials, second class.

SIMULTANEOUSLY with the Exhibition the Punjab Educational Conference sat in Lahore, beginning its meetings on April 21st.

The Director of Public Instruction was the President, and amongst the members were the Inspector of Schools, and all assistants and heads of aided and unaided Colleges and Schools. The agenda was a long one, as might be expected from the fact that so many educational problems have recently been put before the Provincial Government by the Government of India.

The Conference terminated its discussions on the 25th April, and a Departmental Conference of Inspectors of Schools and their assistants opened on the 26th. Questions affecting female education, in which the Punjab is notoriously backward, received attention, and the Inspector of Schools contributed to the discussion. The curriculum for board schools has also been revised, and a scheme

elaborated for industrial schools. Two burning questions were: The place of Punjabi in primary schools, and the continuance of the present extraordinary practice of teaching three languages (Urdu, English and Persian) to little boys of the province who in their own homes speak Punjabi.

General Notes.

It is settled that the next Mahomedan Educational Conference will be held at Bombay, Justice Badru-din Tyabjee being the President.

DR. GEORGE STOUT, Fellow of St. John's, Cambridge, Editor of *Mind*, has been appointed Professor of Logic and Metaphysics in the University of St. Andrews.

ST. ANDREW'S UNIVERSITY has conferred an Honorary Degree of LL.D. on Sir Frederick Treves.

THE REV. CANON ARMOUR is resigning the Head-mastership of Merchant Taylor's School, Crosby, which he has held for 40 years.

PRIZE-GIVING assumes enormous proportions in some quarters, and becomes almost an absurdity. But the climax was reached, surely, in a kindergarten prize distribution described recently by a French primary school inspector. The proceedings of a public school prize distribution were parodied in dramatic dialogues, monologues, and songs by miniature performers of five years old. A long list of prize-winners was read out by the head-mistress, during which tiny toddlers were called up to receive volumes as rewards for excellence, for spelling, for languages, *pris d'honneur*. The crowning moment came when a mite of two years old or thereabouts was led up to receive the prize for civics! What would Fröbel have said?—*Practical Teacher*.

THE main work of the French Republic has been the transformation and enlargement of the national system of education, says Mr. H. Belloc, in the *Daily Mail*. The change has been a thorough one, reaching from the primary schools to the universities: "The French universities are for the moment enjoying the double benefit that comes of a uniformity of tradition, and of one superior control coupled with the power to inherit, to receive gifts, and to dispose of their own budgets. On the one hand, they have (as at Paris, Montpellier, Nancy) a local patriotism and a local spirit already developed; on the other, they are not so cut off from discipline as to have the power to elect nobodies by favour or to vote themselves large salaries for doing nothing. They are free from the corruption that absolute autonomy invariably brings to corporate bodies, but they are no longer crushed under the old Napoleonic uniformity."

In connection with Owens College, Manchester, England, says the *Westminster Gazette*, there has been established a somewhat novel kindergarten and primary school. Its aim is to teach the children who attend it and demonstrate to the students at the college the best methods of teaching the young. A scheme has been drawn up which is an attempt to put into practice all the best ideas of English and German educators, and, according to this scheme, children whose ages vary from three to thirteen years are taught, their teachers being the students who are training for the teaching profession. Some interesting experiments are being carried on; the study, for example, of the influence of Greek stories on children seven or eight years old. Geography is taught, particularly in its association with history, as much as possible out of doors. For example, to assist the children in the study of Tudor times, they are taken on excursions to the old Tudor mansion near Manchester. The children are taken into the fields to study botany, hills, and valleys. Drawing and modelling are taught to even the youngest child, and little ones who have no power of language to describe Red Riding Hood's wood or Hector's armour are said to be able to draw representations of either on a blackboard without the least hesitation. The school has been working for eleven months, and is making excellent progress.

PROFESSOR WALTER W. SKEAT, writing to the *Times* on the study of English at Cambridge, says:—The teaching of English is only just emerging from its first stage. It is no longer a subject for general contempt, but it is still under heavy discouragement, and there is a sad want of faith in its value. It even differs, in this respect, from French and German. First-rate students in these subjects have some

chance of success; in some schools, they teach well and are, I believe, appreciated. . . . When the study of English is regularly recognised in all our great schools, and when the well-equipped teacher of English is sure of finding some one to teach, we shall be able to afford more time than we can at present for teaching some thing beyond the necessary ground work. I regret to add that I have sometimes been compelled, out of mere pity, to dissuade the poorer men from the study. English is the finest possible study for an Englishman; but it is well that he should ask himself, if he can afford the luxury.

PROFESSOR MARCHAND, of Marburg, has done some excellent work in the study of psychology, and in this work he has accumulated the largest number of brain weights ever collated. He gives a thorough analysis of 1,169 cases. The average weight of the brain, at birth, of a male child is 360 grammes, and of a female child 353 grammes.

Although there is some relation between the stature and the brain weight, the relation is very inconstant. The lesser weight of a woman's brain, it appears, is not alone dependent on her smaller stature, for a comparison of both sexes of the same stature shows that the male brain is invariably heavier. In a growing child, until it reaches a stature of 70 centimeters, the brain weight increases proportionately with the body length, irrespective of age or sex. After that the male brain begins to outstrip the female.

The maximum brain weight is usually attained at about the twentieth year, when the average of the male is about 1,400 grammes. The female maximum is usually reached about at the seventeenth year, when the average is 1,275 grammes.

University of Madras.

MATRICULATION MATHEMATICS.

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(1891-1902)

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

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The Educational Review.

We may fittingly begin our notes this month at the point where we left off in May—the disaffiliation of the Rajchandra College at Barisal. The facts are interesting, and if, as is openly said, the institution 'is but a specimen and distinctly not the most unfavourable that could have been found,' so

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much the worse for the presidency of Bengal and the University of Calcutta. If this be enlightenment give us more benightedness. And this was a 'first-grade' college. Here is the story, as *The Pioneer* gives it, based on the report made to the Syndicate by the Director of Public Instruction.

The Rajchandra College, with a high school attached, appears to have been founded by a local zemindar, still living, who desired to confer a benefit on his fellow-citizens by making University education cheap and easily accessible, in fact by establishing it in his native town on what Bengal regards as a highly desirable popular basis. And popular the institution has unquestionably been, for the number of students on the rolls in the college classes last August amounted to 254, notwithstanding the existence of a rival college in the same town. Some five years ago the generous founder was forced to retire from the active management of the institution, on which he had altogether spent some fifty thousand rupees. It is stated that at that time one of the junior masters in the school, a man of inferior education, who had not passed the Entrance Examination, but

evidently a person endowed with some determination, had acquired such an ascendancy over the boys that he threatened the existence of the Rajchandra College and school by establishing a rival institution and carrying off the boys with him. Under this pressure the founder practically abdicated and handed the whole concern over to his former assistant, who is now the manager, and, to all intents and purposes, the proprietor, it being stated that he takes any surplus from the working (or exploitation?) of the law classes. He runs everything on his own responsibility, and keeps the management entirely in his own hands. The Principal and the Head Master are not let into any of the secrets of the office for fear of damaging exposures, at least so the former of these gentlemen states. He likewise intimates that litigation has been going on for some time between the founder and the present manager, and that this is draining away the resources of the college. He felt ashamed to characterise the management in suitable terms, but he indicated a number of points with regard to which he invited inquiry, so that the University might gain an insight into the working of the college.

The building which serves as a palace of learning consists of a number of sheds with galvanised iron roofs; the walls, both internal and external, are of coarse rough reed matting leaving off a couple feet short of the roof and not reaching down to the ground. This matting is now old and rotten, and through the numerous holes in it the passers by can watch the studious youth at work. These places afford no sufficient protection against wind, rain and sun. The floors of class rooms and passages are of bare earth and unlevelled. Some of the rooms are exceedingly damp, dark, and quite unhealthy; yet they are much overcrowded, so much so that 132 students are in one class in a room where the utmost limit of capacity is 100. Thus the sitting accommodation, both in college and in school, is quite insufficient, and the pupils are crowded together in

a very insanitary fashion. The Head Master alleges that a hundred boys of the school classes are compelled to pass the school hours standing; and that daily, from the month of July till the Puja vacation, the stray *murgli* of the neighbourhood finds its way in and out at the openings under the walls, and goats and other animals wander about in the passages, judging naturally from appearances that the place was made for them. Outside this building, which would not be a credit to a village school, things are quite in keeping with the inside. There is no inclosure, nothing to separate the grounds from the road, nothing to prevent egress or ingress anywhere. The ground round about is not made, and is full of holes; and when the Director passed from shed to shed on his tour of inspection bricks had to be placed as stepping stones over ground, more or less covered with water. The Principal complained of the intolerable stench from neighbouring cess-pools, and the Director bears witness to the prevalence of bad smells, though he thought it prudent to refrain from tracing them too closely to their source. Cleanliness is conspicuously absent, and it is much the same with discipline. The wooden doors and door posts are covered with scribbles and drawings in chalk of a varied character.

The college teaches everything there is to be taught, including science, for which there is a laboratory, which seems to be found sufficient for students reading for a Calcutta degree. It is merely a portion of a "kutchra" shed in which there are a few almirahs, some low benches and a table. The almirahs find storage room for a few chemicals, some of them wrongly labelled, or with names misspelt, and all are old, in bad condition, and quite worthless. The apparatus is nearly all out of order, and even when new it could not have been more than sufficient for the elementary science teaching in a small school of low grade. Naturally the proper teaching of science up to University standards is pronounced to be quite impossible under these circumstances. In 1902 the college was even left for seven months without a Professor of Physical Science, and

there were no science lectures during this interval. The whole staff is indeed subject to frequent changes with similar frequent disturbances of the work. Sometimes there are two new Principals within a year. But the records are in such a disorderly state that it was impossible to make out from them how many such changes of Principals and professors had occurred in recent years. In fact, all the registers and records are either absent or in great confusion. The Director reports that he had never seen much worse registers of attendance, and he could not confute the allegation that the students were allowed the opportunity to manipulate them at their pleasure. The salaries of the staff are ridiculously low, and this is no doubt one of the chief reasons why professors come and go so frequently. The professor of Arabic and Persian receives Rs. 18 a month, say, £15 a year, which works out to about 4 annas per lecture delivered. The salaries are said to be paid in instalments of from Re. 1 to Rs. 5. The staff is liable to be discharged at the commencement of a vacation to save money. This is what is called a hand-to-mouth existence, and the second Barisal college enjoys no better a reputation in this respect. Thus the institution is disgracefully wanting in all the requisites for carrying on the education it undertakes to provide.

But it is cheap. The fee is nominally Rs. 3 a month, but the charge works out in practice to an average of about one-half of this. The University Commission must have had in mind some similar colleges when they laid stress on the necessity of raising the fees in order to improve the teaching. How can a college worthy of the name be carried on when it has an income of not more than Rs. 400 a month with which to pay a full staff of professors? Nevertheless with all these deficiencies the college is not unsuccessful as judged by the Calcutta University. The Director's report, after declaring the staff to be weak numerically, and deficient in educational qualifications, goes on to say that the results shown by the college indicate that the staff must have worked well to secure the results that have been obtained in

recent years in the Calcutta University examinations. But surely, after these revelations, such success will be held to tell rather to the discredit of the University than to the credit of the college. There is one other noteworthy statement made by the Director. "Though such facts must undoubtedly condemn in the strongest way the working of the college, it must not be supposed that the facts stand singly, and unless my previous experience in inspecting such colleges has been mistaken, other colleges would have to be condemned equally strongly."

We are by no means sorry to see that the process of weeding out the *The Bengalee* as Oliver Twist. tares at an earlier stage that has hitherto been cus-

tomary has begun in Calcutta, where the percentage of failures at the First Examination in Arts has been unusually heavy. Our satisfaction is increased on learning that this is due to the stiffening of the English papers. It appears that only grace marks prevented the list of successful candidates from being still smaller. *The Bengalee* however is not content with this and makes the modest suggestion 'that a few additional grace marks may be granted to those of the candidates who have failed only in that subject.' What this means is not altogether clear, but it probably refers to those who come short of the pass mark in English by a narrow margin. We fancy it has never occurred to *The Bengalee* that the examiners might equally well deduct a few marks from those who are only just above the passing line. We are not of the number of those who object to the quantity of graduates; indeed, the more the better—provided quality accompanies the quantity. And we think that 1320 (841 of them were in the third division) students are about as large a number as the junior B.A. classes of the colleges of Bengal can do their duty by.

We heartily congratulate the Mysore Government on certain advances which it has recently made in the matter of Industrial Education. On the recommendation of the Inspector-General of Education, who has lately been devoting much attention to the subject, five new schools are to be opened. With those already in existence these will bring the total number up to twelve. The object in view is severely practical—not the imparting of any ideal, theoretical or scientific course of instruction, but the teaching of such industries and trades on improved methods as are adapted to supply the present wants of the people and to turn out a number of pupils every year fully equipped with the means of earning their livelihood. Industrial schools should ordinarily and to a large extent pay their own way, being more or less workshops carried on on business principles and meeting the cost of their maintenance, at any rate in large part, from the sale of the articles produced. Liberal scholarships to be held at Madras and Bombay are provided for the training of pupils in industries for which training facilities do not at present exist in the Mysore State.

In 1891 the weaver population of Mysore was returned as 86,818, and in connection with the weaving industry, Mr. Bhabha submitted an interesting communication in which he explained the necessity for introducing and encouraging the application of the fly-shuttle arrangement to native looms, and the training of youth in the weaving of various kinds and patterns of cloth on the fly-shuttle looms. The Government has concurred in his views and has sanctioned the establishment of weaving schools with a carpentry class attached, in which elementary drawing also will be

taught, at Hole-Narsipur, Doddballapur, Chik-nayakanhalli, and Molakalmuru, to be maintained tentatively for a period of two years. A department for dyeing will be attached to the weaving schools after they have come into working order. These schools will each of them be maintained at a cost not exceeding Rs. 2,500 (net) per annum, to which should be added a lump sum grant not exceeding Rs. 1,000 to meet initial expenses, both these items being debited to Local Funds General. The details as to management, supervision and accounting, are left to the Inspector-General, in consultation with the Deputy Commissioners concerned.

Other arrangements include the deputation of village schoolmasters in silk-rearing villages to Mr. Tata's experimental farm at Bangalore to be trained for a few months in improved methods of growing mulberry trees rearing silk-worms and reeling. An increased grant has been given to certain commercial classes at Bangalore in the hope that they may grow into a good commercial school. At Mysore the masonry class attached to the Industrial School is to be abolished, and in its place a school of Engineering is to be formed to train up pupils for the subordinate staff of the Public Works and Revenue Departments. Under the right management and with plenty of arrangements for practical training this school should prove a success.

The *Madras Mail* of June 26th contains a timely article on the present condition and future prospects of this well-known institution. Like its sister school (Bishop Gell's), and like other institutions both sacred and secular, Bishop Corrie's school has suffered by the steady migration that has

drained Black Town of its former resident European and Eurasian population. The railways and the tram-cars have been at work in India as in Europe and have led to the growth of a suburban population whose only dealings with the city are those of business and commerce, and who know it only in office hours. It appears that the fee-income has sunk from Rs. 8,602 in 1898 to Rs. 4,592 in 1901, and that at the close of the year there was a debt of Rs. 4,422. The *Mail* is right in thinking that this failing strength cannot be cured by such spasmodic injections as Bazaars and Concerts, and it boldly proceeds to suggest either removal to another locality (Perambore being the most suitable location), or amalgamation with some other school. The sale of the present premises would seem a fair endowment, and if as is suggested, the school joined hands with the Doveton College, it might be better for both institutions, and Doveton might after all become the La Martinière of Madras. The main difficulty, as far as can be seen, is the religious one, but India is not altogether as England in this matter, and with tact and care and a little legislation, some settlement could surely be arrived at, without seriously imperilling the 'undenominationalism' of Doveton or the 'denominationalism' of Bishop Corrie's. There will doubtless be some opposition to this project but no harm, and possibly much good, will be done by a thorough discussion. We should like to see the committee which the *Mail* suggests formed and getting to work; and among the 'few others' we should like to see Mr. C. A. Paterson, the Registrar of the University.

The same issue of the *Madras Mail* contains an article by G. (the Rev. A.) Andrew on the poor results of Primary

Education in Madras and the necessity for a revised policy. He provides a table which shows clearly that Primary Education has not made very great strides during the past 20 years. The population increased by 7½ millions, or 25 per cent.; while the increase in the number of children of school age has been more than a million, or 25 per cent. The percentage of pupils on the rolls to the total population in 1881-2 was only 1·17; in 1901-2 it was 1·82, or an increase of a little over a half per cent. During this time the number of children not at school increased by 816,821 or 19·1 per cent. This indicates clearly that the extension of Primary Education is not keeping pace with the national increase of the school-going population. Thus there are more than 5 millions of the rising generation unprovided with the rudiments of education. Instead of 713,000 pupils on the roll in elementary schools in 1901-2, there ought to have been at least 1,530,000 on the rolls, or more than the double, if the extension of Primary Education was to keep pace with the increase of the population. The Education Commission of 1882 did well to point out the educational needs of the country, but it had not the power to see that those needs were effectually provided for.

No one, he says, and we agree, can look on with equanimity at the spectacle of five million children living in dense ignorance and superstition. The practice of letting so many myriads of boys and girls remain without education year after year cannot but have a retarding and depressing effect on the entire population. The general intelligence must remain stunted and circumscribed. The last

Census reveals the extent of the educational destitution of the country. In 1901, only 2,436,743 persons could read and write, while there were only 861,641 pupils of all grades on the school rolls. The number of children of five years and under was 5½ millions. Deducting these and the figures representing the literates and the pupils at school, there remain more than 30 millions of males and females above 5 years of age who are illiterate. This is certainly a remarkably sad state of matters.

An Oxford man may be forgiven for rejoicing in the fact that the The New Madras Appointments. Indian Educational Service in the Southern Presidency is strengthened by the simultaneous accession to its ranks of no less than four Oxonians. This will do much to restore the balance between the representatives of the two great universities in this part of India. One of the four has been with us for some years, and has won for himself a reputation and an esteem which will assuredly be enhanced as the days go by; in appointing Mr. Hunter to the principalship of Kumbakonam the Secretary of State has performed a graceful and a prudent act. Of the three other men, Mr. Probyn comes out temporarily, to act for Mr. Allen as Professor of History in the Presidency College. He is a Christ Church man and has been working at Westminster. Mr. Littlehales who succeeds Mr. Middlemast in the Mathematical Chair at the Presidency College is from Balliol, and has been one of the Demonstrators in the Cavendish Laboratory. Mr. Mayhew (of New College) is destined for the Inspectorate, and

may be trusted to infuse some new ideas and fresh energy into that very important branch of educational work. It is significant of the times that both these latter gentlemen have pursued special courses of study at German universities subsequently to their graduation at Oxford. To all four we offer our congratulations and good wishes and in addition, as far as the new-comers are concerned, a hearty welcome.

This is a time of centennial and kindred celebrations. It is two hundred years since Samuel Pepys died and two hundred since John Wesley was born. Emerson and Bulwer Lytton saw the light just a century ago, while it is a century and a half since George Crabbe made what we may describe as 'positively his first appearance.' We do not seem to commemorate any but literary men and reformers in this way; our great commanders are mostly remembered by their victories. The centenary of Trafalgar is not far off, and many of us may hope to celebrate the hundredth anniversary of Waterloo.

We learn from a cablegram that Lord Rosebery in a letter to the London County Council offers, on behalf of Messrs. Wernher and Beit, £300,000 for the construction of a Technical Education College similar to that at Charlottenburg. The site proposed is at South Kensington, adjacent to the College of Science, and near the University. The Council is asked to provide £20,000 for maintenance and to appoint representatives for a Committee of government, of which Lord Rosebery is to be Chairman.

BOOKS FOR TEACHERS.—IV.

INTEREST AND EDUCATION.*

Beneath the title of his Book, Prof. De Garmo has printed the words—a quotation—

"Interest is the greatest word in Education." The term, so used, is of course not the mere opposite of dulness: it has an exact, we might almost say, a technical meaning. It is the perquisite, if not the invention, of the Herbartian school of pedagogy.

"Interest," says Herbart, in the *Science of Education*, "which in common with desire, will, and the æsthetic judgment, stands opposed to indifference, is distinguished from these three, in that it neither controls, nor disposes of its object, but depends upon it." Professor Rein, of Jena, develops this notion of interest. In his *Outlines of Pedagogics*, he writes, "Instruction must so form the circle or thought that volitional activity will develop from it. But how does this take place? Not all knowledge produces volition. . . . Knowledge is frequently only a dormant store of facts that are in themselves apathetic. . . . If volition is to proceed from this knowledge it cannot remain such an inanimate fund; on the contrary, mere knowing must be affected in a two-fold way; the knowledge must penetrate into the sphere of the disposition (1) as something that is felt, (2) as something enlivening. When this is the case, then that mental condition, which we call *interest*, is present.

The aim of instruction may accordingly be defined as the training of the circle of thought by means of the interest, so as to render it capable of volition. (Knowledge—Interest—Volition.)"

If we desire to explain this word interest in one phrase (though it be rather inelegant), we

* By Professor Charles DeGarmo. Published by the Macmillan Co. London and New York, 4/6 net.

may say that interest is the mind's preferential grip of one presentation rather than another. It is then to the elucidation, analysis, and apprehension of this notion, that Prof. DeGarmo devotes a whole book, whose purpose, as he expresses it "is to make a concrete application of the doctrine of interest to the matter and methods of education."

The volume opens with a brief but interesting chapter on the question *How Interest arises among primitive men*, and then in the second chapter, Prof. DeGarmo leads us on to *A more fundamental conception of Interest*, which, as soon appears, is the conception on which the book's argument is to be based. In a few lines which one cannot do better than quote, he shows what his notion of interest is.

"A more adequate conception of the group of psychical states known as impulse, desire, interest, volition, is that the self is seeking through its own activity to express or realise itself. At first this effort at self-expression is, as we have seen, merely a doing of things that lead to physical survival. But as life broadens, and something more than food and clothing becomes necessary for those forms of survival that we prize, the field for self-active expression constantly widens, so that with the growth of new ideals, new motives to action appear, new interests absorb the mind."

But when we reflect on this broadening possibility of self-expression, when we consider the many different objects in life which a man might set before himself, and desire to attain, we realise that this notion of self-expression is by no means simple. In each of us, in the least developed, there is more than one self to be expressed. St. Paul discovered that before psychology had a name:—"for what I would that do I not; but what I hate that do I."

Such a state of affairs postulates at least two selves. And now that psychology has not only a name but many local habitations, the same truth appears,—human nature changing only in the direction of complexity and development, with differences of age and place.

Prof. James declares that a man is a "hierarchy of me's:" and Prof. DeGarmo elaborates the notion—"Each man is at once a material me, a social me, and a spiritual me, and when he is working for any one of these we may say that he is expressing himself."

In the next chapter he points out that "the self does not run like an empty mill," but that it is the object which gives meaning to the mind's activity. After this, we begin to see the application of the whole to education. Because as he points out, the peculiar difficulty which the educationists encounter is that "in the school the object sought often seems so wofully remote from any analogous self-expression on the part of the pupil."

Prof. DeGarmo calls this state of affairs a falling apart of means and end. He seems to have diagnosed the reason of this dismal condition, in the fact that education has been treated, in the past, too little as a business of the present moment; too much as a mere preparation for a distant and very imperfectly realised future.

Childhood has been as much maltreated, we may say, as human life itself, in many quarters. The more enlightened and very ancient view of human life seems to be not that "what we call this life of men on earth" is a mere preparation for another, but an integral part of it; that this and the next are a continuous whole; what this is, so is the other. It is by no means a new view, it has reasserted itself perpetually in the history of the race, when man's perversity tended to make his mortal existence a dreary business

of exterminating all present interests for the supposed advantage of those still in the future. Similarly, DeGarmo protests that this present life is viewed from another standpoint, a whole, that school-time is not merely preparatory to life, but as truly life as any other portion of the storied seventy years; one in the same life all along. And here too, what the school-time is, so in a large measure, is adult life.

Having thus gained some idea of what the author means by interest, and of the importance which he attaches to it, the reader will find two other subjects which ought to be specially suggestive to those engaged in education. These are his views of drudgery and work, and the distinction which he draws between clear and vivid ideas.

Most of us are familiar with the unpleasant feeling that an occupation is drudgery: some of us know the mental and physical state called work. Further than this, we are aware that the one is never the other. Beyond this point we may not have carried our investigations. The author of this book has. We have already seen what he holds to be education's capital difficulty, the frequent remoteness of the object. As he says "whenever the object to be attained is a reality only as an idea, the end and the means necessarily fall apart."

Owing to our tendency to regard education not as an immediate process but as a preparation, the reality presented to us is an idea, that of fitness for future work. Well, being an idea, Prof. DeGarmo maintains that the tendency of the end and the means is to fall apart. "It is at this point," he says, "that we come to the distinction between drudgery and work."

He admits that a child may feel an interest in the "end," in this trained perfection which is to enable him to fight the battle of life

satisfactorily: but "if the interest in the end alone remains, and no interest attaches to the means then we have drudgery."

Even this will seem to some teachers too rosy a view to take: it is hardly possible that any educator of experience will not have met many children whose interest (if they ever had it) has waned not only in the means but in the end itself. How great then is that drudgery!

This consideration however does not affect Prof. DeGarmo's conclusion that the real desideratum is to make education a matter of the present moment: the child is not to be invited to fix his eyes only on some distant future however golden: but he is to concentrate on the business here and now at hand:—"If, however, the interest naturally attaching to the end of self-expression can be carried over into the means for reaching this end, we have work, not drudgery." The distinction drawn between clear and vivid ideas is germane to this question of drudgery and work. Prof. DeGarmo is disposed to maintain that he can justify his terminology on etymological grounds. We will take the definitions first.

"A clear idea is one that produces an inner illumination without tendency to release energy."

"A vivid idea is one that tends to pass into action. It stirs up and releases energy."

So far as the etymological justification goes, he claims that the meaning of clearness is illumination without emotion, while vividness shows, by its derivation, that it is bound up with the notions, life, activity.

Whether or no we accept the names, it is plain to any who considers that we have here two different things. For example, the notion or idea that the three interior angles of every triangle are together equal to two right angles is perhaps as clear as any idea can be. But it does not stir emotion I think, nor impel as

to action. We could with equanimity have received a proof that they were equal to any other number of right angles; as we might say, we really do not mind.

But the idea excited in the mind of a Frenchman by the *Marseillaise* is a vivid idea: it impels him to do—anything from running tumultuously about the streets to helping to create a revolution. It is perhaps worth while to suggest, what Prof. DeGarmo does not, that a clear idea may pass into a vivid idea. A mathematical idea which had left our feeling cold, which had not impelled us to any action, might do both if we could perceive suddenly that upon it hung the solution of some mechanical problem over which we had puzzled long. It is conceivable too that a vivid idea may fall from its high estate and become merely clear. As Lange says in his treatise on Apperception "In the life of every person come hours in which, to his own surprise, he maintains an unimpressionable and indifferent attitude towards the most interesting events and facts." For instance, an example might be found in the wearying of some ardent patriot; the old arguments retain their old lucidity, but for him they have lost the force of impulse. Something similar may be found in Matthew Arnold's famous declaration; at least it is an approach to this mental condition when political ideas lose vividness while retaining clearness:—"In short, although like Mr. Bright, and Mr. Frederic Harrison, and the Editor of the *Daily Telegraph*, and a large body of valued friends of mine I am a Liberal, yet I am a Liberal tempered by experience, reflexion and renouncement, and I am, above all, a believer in culture." This suggestion in his Introduction to *Culture and Anarchy*, he elaborates in that eternally refreshing chapter entitled *Doing as one Likes*, as follows, "It is said that a man with my theories of

sweetness and light is full of antipathy against the rougher or coarser movements going on around him, that he will not lend a hand to the humble operation of uprooting evil by their means, and therefore that the believers in action grow impatient with him. But what if rough and coarse action, ill-calculated action, action with insufficient light is and has for a long time been, our bane? What if our urgent need now is not to act at any price, but rather to lay in a stock of light for our difficulties?"

By this instance we seem to see that the passage of vivid into clear ideas may, in the world of grown-up men and things, be not regrettable. Yet, it is quite otherwise in the education of children. Prof. DeGarmo points out that in a primitive state, the necessities of every-day survival serve to keep ideas vivid: and that to a large extent this is the case in such a community as a Greek City-State where "It was participation in life that prepared for life." But, as he goes on to say, modern conditions have changed this state of affairs. "Now that education has become universal and occupations vastly diversified, the schools are attempting to supply an education that shall prepare for everything in general and for nothing in particular. In doing this they have more and more displaced vivid ideas by those that are merely clear, because of supposed universal validity. But such a plan postpones vivid ideas to the concluding stages of education where they are least needed, and eliminates them largely from the earlier stages where they are most needed. It is evident therefore that *vividness* should not be ignored when studies are to be selected."

The closing words suggest the great problem of education—What shall be studied? What shall the component parts of the curriculum be? This rests on a previous question—Why should we study? What is our aim in

educating anybody, ourself or another? In a book, too little read now, Matthew Arnold gave his famous reply to this question. The "prime direct aim," of instruction, he said, "is to enable a man to know himself and the world." Prof. DeGarmo quotes the saying of Lord Kelvin in an address to the students of Cornell University—"The higher education has two purposes—first, to enable the student to earn a livelihood, and second to make life worth living." If this second seem to be at once more practical and more definite, a little thought may show that it comes to something closely like Matthew Arnold's scheme, when it is translated into action: the man of Science and the Humanist agree in substance if not in expression.

But Prof. DeGarmo sees that if we want a work-a-day principle of selection among subjects, we must come still closer to the facts. He lays down the proposition that "a normal well-educated man should at least be intelligent concerning the conquests of his race in all the distinct fields of endeavour."

He proceeds to analyse these fields of endeavour into

- the Human Sciences
- the Natural Sciences
- the Economic Sciences.

These, with their sub-divisions, he claims would amount to "nine or twelve distinct departments of knowledge according to the minuteness of our classification. On this, he bases his two principles of selection; (1) that a normal boy's (we may presume, since he is an American Professor that he means a girl's as well) course of study should include at least one subject from each of these chief departments: (2) that within the department, the boy, helped by parents and teachers, shall have free choice.

Prof. DeGarmo insists on guidance even here, for, as an experienced teacher, he is

aware how easily some children are enticed by transient considerations, among which mere novelty, or the teacher's personality may count.

There still remain nine chapters of this interesting volume, which there is no space here to consider. On the whole, it may be said that they are less theoretical than the first six. But they are not less true to life nor less suggestive. They are rich with that value which can be found in any teaching experience which has, apparently, never been dead, conventional, or hackneyed.

Those who want to know the reasons of such practical matters as that no good teacher must ever ask his class

What kind of a man was Napoleon Bonaparte?

Why are criminals punished?

What is a rat?

must read the book for themselves.

GERALDINE HODGSON.

BYRON'S ENGLISH BARDS AND SCOTCH REVIEWERS.

(AN ESSAY IN CRITICISM.)

It is not an uncommon thing in the annals of literature to find in the earliest productions of some of our greatest writers, germs and foreshadowings of the ripe fulfilment of their later and most distinctive and essential work. But however true this may be in the case of most of the early poets of the nineteenth century, we must unhesitatingly pronounce that it does not hold good in regard to Byron, whose first published collection, "Hours of Idleness," displays on the whole a puerility and servility which far outweigh the few indications of his force and personality presented in "The Prayer of Nature" and the exquisite lines on "Loch na Gair."

This fruit then, of his college life—years marked as usual by more eccentricity than method—abounds in weakness, and its interest is almost solely biographical. The work is conventional, affected, mawkish, this last a trait which it is to be feared the poet never wholly got rid of. But the hawk-like "Edinburgh Review" soon swooped down on the misanthropic young lord who summed up his position in the lines

"Weary of love, of life, devoured with spleen
I rest, a perfect Timon, not nineteen,"

and savagely mangled the poet's feeble offspring. Never lenient towards weak performances, this journal was often merciless with less excuse than in the present case, as when Wordsworth's "Excursion" was subjected to the fires of its criticism with the memorable opening words "This will never do."

This mention of Wordsworth leads us to notice a curious anomaly in the positions alike of the critics and the criticized. While the Edinburgh on the one hand was the mouth-piece of a group consisting chiefly of young Edinburgh lawyers professing *revolutionary* principles, and led by Brougham and Jeffrey, its bias in literature was *conservative*,* whereas on the other hand the three most prominent poets in the first decade of the century—Wordsworth, Coleridge, and Southey—were the pioneers of a revolution in poetry but held confessedly conservative views on politics. Nor does the anomaly cease here, for in the next decade, Byron, while he combines revolutionary views of poetry and of politics, yet defends the school of Pope (though not in the same sense in which the critics of the

* (The new poets) "undervalued that vigilance and labour which sustained the loftiness of Milton, and gave energy and direction to the pointed and fine propriety of Pope." (Jeffrey).

"Edinburgh" had done), and it is not till we come to Shelley that we find a revolutionist pure and simple.

The "Hours of Idleness" then, shared the same fate as was meted out, justly, to Lamb's tragedy of 'John Woodville' and Southey's 'Thalaba,' and unjustly to Wordsworth's 'Excursion.' The 'smart, contemptuous sentences' in which such criticisms abounded were in no wise spared, and the writer of the review (Brougham, according to Moore,) candidly advised the would-be bard to abandon poetry. Nor could we dissent from the plausibility of such advice did we judge from the passages cited for censure, for they are all bad, and where they are not doggrel they are commonplace, conventional, or weakly imitative.

We are not concerned here with the immediate effect of the review upon the young poet—his reception of the news, his 'transparent' show of indifference' and his claret debauch. Rather must we turn at once to the more permanent if more distant result, and see how the attack, boomerang-like, had more retaliatory effect on the reviewers than on any other; for Byron, pained and incensed, withdrew into seclusion for something like a year (Feb. 1808—Spring 1809) to re-appear with his 'English Bards and Scotch Reviewers,' a satire at once upon the notable English poets who were his contemporaries and upon the school of Scottish reviewers.

Boyish though the poem be in its petulance and in a certain shallowness which marks its criticisms, e.g., of Wordsworth, who is compared to his own 'idiot boy,' and

"Who both by precept and example shows
That prose is verse and verse is merely prose,"
and Coleridge

"To turgid ode and tumid stanza dear"

* * * *

— "The bard who soars to elegize an ass.
How well the subject suits his noble mind,
'A fellow-feeling makes us wond'rous kind.'"

Yet it was a proof that the young poet had something more than a conventional and imitative faculty. It was conceived in the manner of the satire of the eighteenth century from Pope onwards, and written in that heroic rhymed-couplet which lends itself so well to satire. Trenchant and nervous lines abound, and though it cannot be placed in the front rank of English satires it is a vigorous and noteworthy achievement.

For it was the outcome in large measure of a close study of Pope which left its mark on all his work and poetic theories. It was by this study that he had restrained himself from utilizing his rapid powers of composition in replying to his critics, while for the form his reply took we find abundant explanations in the misanthropy which so continually haunted him at this time, the result of "disappointed affections and thwarted hopes," misanthropy which, though founded on a fanciful basis, yet had a firm hold upon him, though at times, so versatile was he, it was relieved by bursts of humour and even of praise. The public success of the effort was at once manifest, for the first (anonymous) edition was exhausted in a month.

Not only was it the only good thing of its kind that had been produced since Churchill's forceful if virulent satires, but it was the advent of a new planet in the literary firmament. And its very method, its vigorous attack on those who had hitherto not been accustomed to any such parthian shots, enlisted the sympathy of the reading world.

It is here that Byron shows for the first time—and he learnt it from Pope—the art of condensing expression, of writing with concentra-

tion, the faculty which in his latest and greatest work, *Don Juan*, is so conspicuously displayed. And from this time also dates the genuine admiration for Pope which he always expressed, and in which he was at discord with the current opinion of his day, for the reaction against Pope was then at its climax.

Now Pope's influence on Byron was perhaps not as great as Byron pretended. He always professed unbounded admiration for Pope, whom it was the fashion of the poets of his time to decry. In the most decisive exposition of the new ideas of poetic literature—Coleridge's "Biographica Literaria,"—we have a direct onset against the principles on which the school of Pope had acted, i.e., against the use of an artificial poetic dialect, and though Coleridge is by no means at one with Wordsworth in identifying the language of poetry with the language of verse, yet he was entirely at one with him in repudiating the artificial language of verse which was merely a kind of dialect used by one poet after another without any poetic inspiration.

In this respect Byron did not perhaps wholly understand himself. That is to say, he belonged more than he realized, to the new age, and his passionate defence of Pope under all circumstances was an affectation which, though he would never allow it to be such, was at the bottom quite unnatural, for between his theories and his performance there was the greatest discrepancy. And, as Professor Nichol has pointed out, the culmination of the paradox is "not merely that he deserted but that he sometimes imitated his model, and when he did so, failed."

It is in the "English Bards and Scotch Reviewers" however, that he is perhaps most faithful to the canons which he held; and the famous lines in which he ridicules the en-

counter between Jeffrey and Moore especially show us with what accuracy he had "caught the ring of Pope's antithesis."

... "The surly Tolbooth scarcely kept her place,
The Tolbooth felt—for marble sometimes can,
On such occasions, feel as much as man—
The Tolbooth felt defrauded of his charms,
If Jeffrey died, except within her arms....."

It is not possible, nor would it be desirable in a short study like this to give anything like a detailed criticism of all Byron's strictures, many of which are passed on writers whose names and fames have been either forgotten or readjusted by posterity. Our purpose will best be served if we try to show in what relation as a whole, the poem stands to its author's life and work.

As poetry then, this adolescent effusion cannot compare for a moment with Byron's most complete expression as represented in *Don Juan*, nor, regarded as satire pure and simple, can it rival his "Vision of Judgment," with the latter's unsurpassed wit, humour, and invective power, a poem illustrating in a marvellous degree all Byron's powers of expression, save that of pathos.

He had not as yet found out the extent of his resources, nor fully explored the depths of his spirit. Nor was he slow in after years to perceive this, for he was wont then to disparage it and on one occasion stigmatized it as a 'miserable record of misplaced anger and indiscriminate acrimony.' Marginal notes opposite his criticisms of Jeffrey, Wordsworth, Coleridge, and Bowles, as well as against his strictures on Lord Carlisle, (due to that nobleman's coldness towards him), show the transitoriness of the feelings which he was labouring under during its composition, the classical illustration of which is his alteration of the line,

"I leave topography to *concomb* Gell,"

first, to "I leave topography to *classic* Gell," and then to "I leave topography to *rapid* Gell."

But though the poem thus lies apart from Byron's real work—his 'Childe Harold's Pilgrimage,' his metrical romances, his partial burlesques, his dramas and his lyrics,—it has its own peculiar value, as reflecting, in the way that all Byron's works reflect, the author's personality with all its varying moods and humours. In his case, his life and his poetry are absolutely inseparable, nor can any one deny even to this early production a large measure of Byron's distinctive quality, *viz.*, Force, force not exactly of intellect but rather of personality, which fused and blended thought and passion, each of which prompted him to break away from all restraints, political, social, literary. In that sense he is the representative poet of the revolution, while Shelley, who begins his career with even more intensity of revolutionary sentiment and action than Byron, grows towards the close of his life into finer insight into the actual grandeur of the existing world than Byron ever attained to. And thus, in the words of his friend and biographer, Thomas Moore, there is after all in his satire "a liveliness of thought, and still more, a vigour and courage, which, concurring with the justice of his cause and the sympathies of the public on his side, could not fail to attach instant celebrity to his name." And the same writer calls attention to the allusions to the poet's own fate and character with which the work is sprinkled and which in great measure relieve "the general boldness and recklessness of his tone." What for instance can be more touching, more really emotional, more essentially Byronic, than the reference to the loose carelessness with which he was brought up, in the lines beginning

"...I—least thinking of a thoughtless throng,
Just skill'd to know the right and choose the wrong,

Freed at that age when reason's shield is lost,
To fight my course through passion's countless host—"

and again the passage at the close of the poem where he describes his mental growth and his consequent ability to cast the gauntlet

"...Avenge to Scotch marauder, and to southern dunce"?

It is in such lines as these that the poem has after all its chiefest value and interest for us: for it is here we come really nearest to the man whose work we are studying, here we can discover beneath the affected spleen and unnatural misanthropy, traces of those deeper, more real, more essential passions and thoughts, which, brought to full fruition in his later work, have crowned him with imperishable glory and honour.

E. M. T.

THE POSITION AND PROSPECTS OF SCHOOLMASTERS.*

GENTLEMEN, In addresses to members of the teaching profession, it is usual to lay stress among other things upon two important circumstances; firstly, that the profession of teaching is a noble one and that on the shoulders of its members rests the salvation of the whole human race; secondly, that the worldly prospects of teachers is generally very discouraging and is by far inadequate to the responsibilities devolving upon them. These remarks when sincerely made and rightly understood, are meant on the one hand to set before the teacher a high ideal of his duties and responsibilities, and on the other hand to proclaim emphatically the necessity of securing for the teacher a fairer share of the necessities and comforts of life than is at present allotted to him in the existing arrangements of society. But wrongly understood, as it very often is, in my opinion, it is very mischievous in its consequences. For it is more often the

* An address delivered at the Teachers' College, Saidapet, by T. K. HANUMANTHA ROW, B.A., of the Presidency College.

case than not, that, when a modern educated man, struggling to eke out a livelihood by following one of the so-called learned professions, enters the profession of teaching impelled more often by necessity than by a free choice or a natural aptitude, begins to think or tries to insinuate himself into the belief, that the moment he becomes a schoolmaster all the nobility and sanctity of the profession belong to him and that society in general is bound to, but does not recognise the importance of his services to it. In this manner, many a teacher begins his career, first, with an overestimate of his claim to importance without realising it to himself or establishing it to the satisfaction of those around him; secondly, with a mischievous feeling of discontent which instead of stimulating him to exertion in the right direction, only creates in him an aversion to the work which gives him his sustenance. Thus is missing from the outset of his career the bond of union between him and his work. I am strongly of opinion, that it is this bond of union or affection between an individual and his work that forms the true key to success, whatever may be the pursuit of life in which he may be engaged. Many a teacher who thus begins his career with such false estimates naturally brings it to an abrupt close and regrets that he became a teacher at all. As a proof of what I say, only ask for yourself, how many there are among your acquaintances who began their life as teachers, and who afterwards left this profession to pursue other walks of life to obtain higher emoluments.

In the same manner, those outside the profession also, making too much of the so-called want of prospects in this profession, discourage capable and deserving young men best fitted by their education and moral character, from entering this useful though less seductive profession, with advantages to themselves and to the community. I say less seductive, for I know that there are many among lawyers and quill-drivers in the several public offices who entered their careers with high hopes of a rosy future, but are

not doing half as well as they could have done if they were only a little less dazzled by their too sanguine expectations.

Since, gentlemen, most, if not all, of you are likely to enter this profession, I considered that a few observations from one who has been in it for some time, about the duties and responsibilities of teachers on the one hand, and their position and prospects on the other, might not be out of place, but a guidance and a lesson to you in your future career.

Let me first invite you to think a little more deeply than you are accustomed to, about what is considered to be the greatest drawback and the most serious grievance of the teaching profession—the absence of good prospects to those who enter it. Whatever modern Western education has not done for its recipients in the East, it has done one thing and that a very serious thing, *viz.*, it has produced an insatiable love of money to an extent unheard of in the previous annals of our country. Our ideals in that direction have changed. If you happen to meet an old Hindu gentleman who has not been steeped in Western ideas, his enquiry after your welfare is in the following manner, To what country do you belong, sir? Have you enough for food and clothing? (அன்னவஸ்தி உண்டு உண்டா?) Have you any children? If you tell him in reply that you have enough of these things, he looks upon you as a happy man, happy in this world because you have the means of subsistence and happy in the world hereafter by having a son to lead you to salvation. But, on the contrary, go to your modern educated friend and tell him that you have become a schoolmaster; he pities you and wishes that you had entered some other profession where you could have better prospects of promotion, &c. This need for an ever-increasing income without knowing how and where it could come from, constitutes the chief characteristic of a modern educated man. The prospect according to the old ideal is fair, in an employment, if you can in that employment secure the means of

subsistence for yourself and your family. But according to the new ideal which every educated man adopts for his guidance, your prospects are fair in any employment only when your income is a term in a series progressing in an arithmetical or geometrical ratio; and a fixed income even if high enough to maintain himself and family decently, is only "stagnation," "misfortune" and what not. We are in following the new ideal, ever on the look out for promotions, not because we have not enough to live upon, but because we have been getting the same pay for a long time. According to the first ideal the stimulus to exertion and efficient discharge of one's duties comes from within,—his conscience, his moral character, and his intelligent appreciation of his place in the social economy; but according to the second ideal the stimulus must come from without and must be supplied in an ever-increasing quantity in the shape of promotions and rewards—just as—the higher a man rises in the scale of drunkenness, the greater is the quantity of liquor to produce the same amount of intoxication.

If you wish to avoid much unhappiness in your future career, it will be very well to settle at the outset an intellectually conceived ideal which you would like to follow, *i.e.*, some rational plan or principle on which you mean to expect remuneration for your work. It is according to the one or the other ideal that you choose for your guidance, that you will meet with more or less disappointment in the future. The choice of an ideal in this matter is very difficult indeed. The first ideal presents very little difficulty in the way of our understanding it; for no man can with humanity be expected to devote himself to a work for the benefit of others without being supplied at least with the necessities of existence. One has a natural right to expect it. It is on this principle that a day labourer that toils silently and humbly for the comfort of others, is remunerated. What more one has a claim for, is a matter on which ordinary discussion cannot throw much light. For, "Love of money, however disreputable it might be to the

eye of a moralist, is a universal passion which perhaps it is impossible to eradicate from the mind of man. It distinguishes man from beasts." "You call me dog," said Shylock to the Christian merchant, "hath a dog money?" There is a branch of Political Economy which professes to lay bare the laws which regulate the distribution of wealth among the several parties that contribute towards its production, *viz.*, the labourers, the capitalists and the landlords; but unfortunately for us, there is no branch of Political Economy or any other social science which professes to discover the laws which (regulate or) determine what proportion of wealth produced by one set of people goes to the pockets of those who without contributing directly to its production, do yet seem to have a claim for an ever-increasing share of it. If you are engaged in agriculture, you know what to expect as your income. As you sow, so shall you reap. In trade also your capital and character set a definite limit on your income. But what is the leading principle by which the incomes of lawyers, judges, teachers, preachers and a host of such functionaries are to be fixed? "Political Economy, as stated already, has not yet furnished a theory of distribution of wealth, nor has ethical science furnished a clear standard of justice that has met with general acceptance."

In these circumstances, it is best to look upon your service to the community as a friendly act of exchange in which the parties ought not to drive the bargain hard. As Professor Shield Nicholson says in his chapter on Political Economy and Christianity, "It is no paradox to say that an act of exchange is reciprocal charity. It blesseth him that gives and him that takes." The value of a commodity or service in exchange is not intrinsic in itself, but depends upon the estimate which others make of its utility. So also your prospects, *i.e.*, the value of your services, does not depend upon the estimate which you make of your own worth, but on the estimate which others among whom your lot is cast, make of your worth or worthlessness to them; just as in a market all

things procure a high or a low (value) price according as they are high or low, *i.e.*, of greater or less utility in the estimation of its purchasers. In my experience, I have observed, that, whenever a man, in whatever walk of life he may be engaged, gives undoubted proofs of his worth and ability and brings them to the service of his community, he surely rises in the estimation of others. So that the best way of bettering your prospects is by doing all that lies in your power to raise yourself in the estimation of others. If you are well thought of by the community, if you can demonstrate by whatever means at your disposal, that your knowledge and character, not merely your possessing them passively but your earnest desire and undoubted capacity to use them for the benefit of the community, are worth paying for, your market value will surely rise, but not till then. Efficient teachers in the past and in the present bear ample testimony to my assertion.

In considering the question of remuneration for the services of teachers, let me draw your attention to the fact that the greatest benefactors of the human race have been chiefly those who have done their service to humanity without any temporal considerations of reward or praise. I dare say that your observation and your studies will give you many instances of this fact. Take an individual, say yourself. You owe your present position and existence to the care bestowed upon you by so many persons—to the labours of many. Now, I ask, to whose labours do you owe most? to the labours of those who obtained material reward or to the labours of those who offered their services for the mere love of you? I do not think that but for the labour of love—be it the love of a father, mother, brother, sister or friend—you and I can be what we are and where we are. Just as in the case of an individual, society owes its well-being and progress not so much to those who would help it up one step higher for pay, but chiefly to those who patiently underwent their toil for the mere love they bore to humanity. If you did not know it already,

IX

may I tell you now that the work of a school-master is leaning on the side of the latter.

Before leaving this part of my subject allow me to mention a few reasons which have contributed to lower the market value of teachers generally, some of these being avoidable and others unavoidable from the very nature of things:—

(1) The commodity in which he deals consists of immaterial goods; something which is material is always valued more than immaterial advantages; thus a precious stone fetches more price than a precious advice.

(2) There is nothing in what a teacher does to contribute to sensual enjoyments. Even a poor man would not grudge paying one rupee for a single night's theatrical enjoyments; but he would consider the same amount too much for the education of his son in a school.

(3) The teacher can do no perceptible harm actually or potentially to others; the power of doing harm or causing loss to fellow human beings is a very great factor in determining the price paid for his services.

(4) The good effects of the teacher's work cannot be seen immediately or within a short time; a surgeon conducting a surgical operation, a lawyer conducting a case.

(5) The above are causes over which teachers cannot possibly have any control, but the last and not the least important of the causes is the failure on the part of the teacher himself to do what is necessary to raise the value of their services. After these preliminary remarks, let me give you an idea of what I consider to be our duties and responsibilities and how we might discharge them. There are two views which a teacher may take of his work. You may consider your work solely to consist in preparing a few pupils to pass from one form to another above it or to secure for them a pass in some public examination; the market value of a pass in an examination is fortunately going down very fast. People are now looking up for other merits in an educational system than a good percentage of

passes; secondly, you may take a broader and a more liberal view of your profession and regard your work as extending beyond the school-room, and yourself as a member of the community engaged in its moral, material and intellectual elevation. If we teachers of Southern India (I do not know of others) have not achieved much as the result of their work, it is my honest conviction that it is to a very considerable extent due to the fact that the former and narrow view of their work is more prevalent among us than the broader and the more liberal view of our function in society. Then you would naturally ask me, what is it sir, that we are doing? And what you would have us do?

Your business in life is to impart knowledge to others; that necessarily implies that you must yourself possess knowledge; the more you have the more you can give. Your business is to train young men to acquire a high moral character; you cannot do so unless you are yourself possessed of a high moral character. Now I ask, Is it difficult for you to imagine that the facility with which a teacher can impart knowledge in any subject is greater, the greater the amount of learning and knowledge that you yourself possess? Who is the better teacher of a play of Shakespeare, a teacher who knows only that play or a teacher that knows several? Who can teach Mathematics better to a VI form, a Matriculate or a Master of Arts in Mathematics? Who can teach Chemistry better to that form, one who studies the primer the day before he has to teach it or one who has devoted several years of his life to study it? If you are prepared to grant the truth that is implied in these questions, you are in a fair way to understand why the Government, the University and the public at large proclaim loudly that the Indian schoolmaster is an inefficient workman, and the defects of the modern educational system are laid down with perfect justice, as due to the incompetency of the teachers. Do you know how much of the bad teaching and the imperfect knowledge of our schools and colleges is due to an imperfect knowledge on the

part of the teachers of the subjects they are teaching? Consider for yourself the amount of knowledge you acquired during the short space of two years that you were a student in the B.A. classes; ten years after you graduate, if during all that time, you are actuated by the same spirit as you had in your college days, you ought to have made not five but fifty times the progress you had made in the B.A. classes. But how do matters stand in practice? How much knowledge has a graduate-teacher of ten years' standing acquired during the ten years after his graduation? What is the advance he has made? In nine cases out of ten he has not learnt anything more, but he goes on gradually unlearning a considerable portion of what he had learnt, till this downward progress is stopped by the requirements of the daily routine work of his class, and he thus reaches the level of the boys whom he has to teach, and all that he knows now is certainly much less than what it was while he was a student at college. Yet we are constantly being told, and we seem to approve of it also, that our real education begins after we leave college, and that a teacher more than all others must be a student all his life. If our educated men who become teachers care so much for the subject in which they are dubbed specialists, what poor chance there is of their acquiring knowledge in other branches of learning, in which they have no initiation while at college. If such be the rate at which most of our teachers are increasing their fund of knowledge, what wonder then, that a large majority of the teachers are not respected for their knowledge which you have seen is not much after all. I believe that there is a great amount of indifference on the part of our fellow-workers towards this preparation for their professional work. Because, perhaps, in the opinion of many teachers all knowledge above what is wanted for the day's work is superfluous and might be acquired when wanted, i.e., when called upon to do higher work. All that is wanted according to them is to be a few days in advance of their pupils. The results

of their negligence in this respect is, I am afraid, not clearly before them.

As I remarked already, it is very readily conceded in theory that real education and acquisition of knowledge begin after we leave college, but in practice, even what one had acquired at college is thought too much for a teacher and he may with impunity forget much of it and yet be a competent teacher to his pupils. I am not speaking from my imagination: for I bear no ill-will of any kind towards my fellow-workers in education. If you observe with an impartial eye round you, you will find that there are too many among the ranks of this profession who have thus been instrumental in lowering the estimation in which the members of this profession are held by the public. Therefore my first advice to you is, if you like to do well in your career, you must recognise the importance of acquiring more and more knowledge even after you enter your profession, you must earnestly believe and act up to the truth that your real education begins after you leave college and begin life and that you must place your desire for knowledge far above your desire for material comforts. If you have no real thirst for knowledge for its own sake, not merely knowledge as a money-making tool, if you are more eager to acquire for yourselves the fruits of other people's labours than you are yourselves prepared to contribute for their good, you cannot be committing a greater injustice to your aspirations than to enter the profession of a school-master.

In this connection, let me place before you another observation which I have made in our graduate-teachers as well as others. You all know that the University has divided the domain of knowledge into several subjects or compartments of knowledge—Mathematics, Physics, Chemistry, Botany, Physiology, Zoology, Geology, Logic, Mental and Moral Philosophy, History and Political Economy. This division is made, because it is not possible for any one during the short space of a few years, to attempt to teach or learn so many subjects at once with advantage to the learner; but not that the several branches

of knowledge are absolutely different and independent of each other, each complete in itself and enough to satisfy the craving for knowledge which an individual may have. Nature is one whole; and natural knowledge is also one homogeneous whole. The division into the several branches is only an acknowledgment of the limitations of time and capacity at the disposal of the learner. I have very often been amused at the spectacle of students who, while seeking admission into the B.A. classes of the Presidency College with curiously vague notions of the several optional subjects, declare that they have a taste for Botany, and not for Geology, for Chemistry and not for Physics and so on. Nothing but gross ignorance is responsible for much of this state of affairs. It would be apparent to even superficial observers that the modern graduate has generally an indifference, if not positive aversion, to all but the particular *Ology* in which he has been initiated, and in which he is only a mere smatterer, although he in his ignorance or arrogance thinks himself a specialist. In proof of what I say, only enquire how many Mathematics graduates there are for example, whom you know, who after graduation have taken to the study of History, Political Economy, Philosophy or Physics and how many Physical Science graduates do you know who can speak appreciatingly in the same breath of Physics and Philosophy. This narrowness arising from an ignorance of the real unity of all knowledge is productive of serious consequences. One who has a smattering knowledge of any one subject in which he holds a certificate from the University, assumes an air of self-sufficiency, thinks and acts as though all subjects in which he has not any knowledge, are only of subordinate importance and that it is foreign to his purpose to acquire a knowledge in any one of them. Is it not generally true that a graduate in any one subject is ignorant of every other? When we speak of one teacher as a graduate in this or that particular subject, we very often mean not that his knowledge in that subject is certain, for he might have clean forgotten it all, but that his ignorance of

the other subjects goes without saying. Without dwelling any further on this point, let me offer you my second advice to you, viz, that you ought to recognise the unity of all knowledge to despise no part of it, to attempt to acquire a knowledge of as many subjects as possible and to reach in each of them as high a standard of proficiency as your circumstances permit, but in no case descend to the level of your pupils, as you are very often prone to do; for the best system of education for any one is that in which he would learn something of everything and everything of something. A little of every subject and much of one hobby or a special subject. But some of you might ask, is it not impossible for a man of ordinary capacity to do so much? I can only say in reply what the great Mirabeau said to the servant who told him that something was impossible, "never to utter that stupid word again."

The study of books: Since the study of books goes a great way towards the acquisition of knowledge, I would advise every earnest teacher to gradually gather round himself a small collection of useful books which must be kept constantly growing in size by receiving periodical additions. I have a partiality for books and many teachers for whom I have the greatest regard and whose claim to honor as men of learning is undoubted, have their own libraries; but those teachers who will ever be moaning with discontent would have none. If you have any subject for which you have a special liking, you will do well if you can afford to subscribe for some journal or periodical on that subject. The growth of English periodical literature in England and America have reached such dimensions, that there is not one art or science, however humble, on which there does not exist one or more journals devoted to it. The importance of a wide reading to a teacher cannot be over-estimated. In your daily life so many young and old inside school and outside, may ask for your advice as to what is best to read on this or that subject. Unless a teacher has an extensive reading, he cannot do justice to this very important part of his duties. I think it is this that Dr. Arnold of Rugby meant when he said,

he would rather have his pupils drink out of a running stream than out of a stagnant pool. In this connection, I might tell you that it was my privilege to teach translation to the high school and college classes and I found that those were most precious hours when I did that work; for in them I would give to my boys the benefit of the best and happiest passages that I had marked out during the course of my reading. Immediately after my translation lessons were over, there would often ensue a rush into the library of the college and the librarian has very often complained of the cruelty that I thereby inflicted on him.

(6) Another thing which I would commend for your consideration is that wherever possible a number of teachers might co-operate with one another for the purpose of extending the bounds of each other's knowledge. Thus if there be in a locality ten teachers, each a specialist in some particular subject, in the course of a year, it is possible for all the ten to know by each other's help a good deal of all the subjects in which there were specialists among them. At present, the incapacity of a teacher of one subject to teach another even in the high school classes is a serious hindrance not only to the efficient carrying on of the work of a school, but also to the advancement in the position of the teachers themselves. The ordinary teachers' associations are generally content with discussing the methods of teaching this or that particular subject or of some topic which may be relegated to the miscellaneous class of educational politics. But in my humble opinion, these associations must primarily aim at increasing the fund of knowledge at the disposal of their members. In this connection let me tell you that your association composed, as it is, of teachers from various parts of the presidency, is best fitted to initiate a desire in the minds of all the members for all kinds of knowledge. I understand that there are a few Masters of Arts among you and they might devote a portion of their time to give the benefit of their knowledge to others. Occasionally outsiders who are acces-

sible and who care to help you might be brought in for variety's sake. What I mean is that each must teach and learn in his turn. Special knowledge in any subject can be acquired not only at school or college, but also outside, for example in the courses of lectures arranged by and for your association. Such lectures and meetings are generally looked upon as occasions more of show and amusement than of learning and instruction. This, I consider, is a serious mistake.

If, as I have stated already, there be a desire on your part to acquire knowledge and if the co-operation of teachers among themselves for mutual benefit be the result of such desire on each individual, then it follows that your united strength, intellectual and moral, will render you fit for the work of popular education for which there is ample scope in our country. Popular lectures on various subjects, scientific, literary, historical and philosophical, when delivered in series by teachers of acknowledged learning and ability, will become a new power in the hands of teachers for the good of the community and of themselves. The University extension lectures in Great Britain are an outcome of such efforts on the part of teachers. No one will question the usefulness of such institutions in the propagation of knowledge among people who have passed the school-going age. Thus a platform will be created for the teachers to shew their abilities and knowledge to others and thereby rise high in their estimation and reap other advantages that might flow therefrom.

I am afraid I have been keeping you long; a few words to science teachers in particular and I have done. Scientific education has two distinct ends to accomplish. First, that of disciplining and developing the powers of the mind. The second that of imparting certain useful kinds of general information. The latter end is coming more and more to the front; for it is well nigh established that the material prosperity of a people depends more and more upon the scientific and technical side of education. To acquire wealth and maintain your health scientific know-

ledge is useful. In the 20th century it is superfluous to tell you what all services science has rendered to man. Therefore the teachers of that subject have a greater chance, if they only like it, of being useful in pushing forward the material progress of our country. Before I place before you the few suggestions that I have reserved for you, let me tell you a few facts concerning the country in which we are struggling for existence, and its wants:—

(1) The greatest and the most urgent need for India is Economic Reform, having for its aim, the material prosperity of the whole people.

(2) The presence of a large number of European and Native Government servants with high salaries, lawyers, journalists, &c., who are attracting to themselves by all means in their power a large share of the bread available—and their growing prosperity—their being the sole people who speak—are heard—who are visible to foreigners in every large centre of population,—the Anglo-Indian of Digby—make people who are only superficial observers believe that the people of the country are really prosperous. The real Hindustan—the rural population also judge like this, crowd to the towns, and imitating the above-mentioned prosperous people give up their really useful pursuits of agriculture or other industries, and add to the struggle for existence in towns. Thus a wrong ideal is before every one. For the growing incomes of the above professions only go to shew that the sufferings of others must have increased in the same proportion. For they are mere consumers and therefore do not indicate added wealth.

(3) How is the money thus earned used? In lending to poor people, extravagant people who spend foolishly, investing in Banks mostly managed by and for foreign capitalists. Thus, their resources though mostly acquired from the people do not go to help the people, the producing people—why? Greed, want of economic knowledge and mutual confidence, &c.

(4) Manufactures and Industries: Generally the old and indigenous manufactures and indus-

tries are dying away and the new ones, the very few that come into existence, go to swell the earning of foreign capitalists, the people of this country taking part in them only as coolies or other employees with coolie income. This state of affairs is accounted for by (i) the absence of much capital in the country, (ii) the few who are owners of capital being mostly ignorant men leading objectionable lives, (iii) the incapacity of small capitalists to co-operate with one another owing to want of economic knowledge, power of organisation and the moral qualities absolutely necessary for such purposes. (iv) Where even such co-operation is possible, want of scientific and technical skill and knowledge, the scientific knowledge imparted in schools and colleges being of a meagre kind, not adapted for practical needs, (v) and where such skill is available it is in the possession of men who would only be employees seeking for employers to satisfy their hunger.

(5) The leaders of the Indian people are in nine cases out of ten, of those prosperous classes above referred to, and who belong to the type of the economic man who is the hero of our modern Political Economy, and whose main aim is to drive as good a bargain for himself as he can.

Such in brief is the condition of our country (unfortunately not a very healthy condition) in the service of which you are soon to enlist yourselves. If you can bring home to your minds the truth of the above remarks, your duty will become very clear. The schoolmaster has a very important share of the work necessary for improving the prospects of this poor country. Schools and colleges for the education of boys, Laboratories, Museums and Lecture-halls for the education of grown-up men, Institutions for encouragement of thrift and mutual co-operation, foreign travel to learn and observe the operations of other nations more fortunate than ourselves, all these are things that must engage the attention of all those who are interested in the well-being of the people of this country.

In rendering this disinterested service which humanity requires from us, the science teachers must form the connecting link between the inno-

cent school-room and the hard world outside it. The Physics and Chemistry of the high schools must be made the starting point and preparation ground for the higher scientific training which the country requires for the development of its material resources. Science teachers who care to learn the application of sciences to the useful arts and industries that must form the backbone of the country's material prosperity—might undertake the propagation of scientific knowledge among the people. They must become the store-houses of information from which their countrymen can draw as much as they want of it. Mighty possibilities are in store for those who will serve the country as distributors of the wealth of scientific knowledge.

In qualifying yourselves for the work of spreading scientific knowledge, I would make a few recommendations:—

(1) Every science teacher should acquire a knowledge of technical and free-hand drawing. Drawing is the centre of gravity for most technical professions. If you have no skill in drawing, you cannot make much progress as a science teacher.

(2) Next to drawing, I would strongly recommend Photography. Every science teacher ought to have a knowledge of Photography. Photography in the hands of a common man is merely used for reproducing the images of men and women. In the hands of a science teacher it is one of the greatest facilities for instruction; "For Photography has entered into science, industry, and life as a new kind of written language. Photography is to form what Printing is to thought. Printing multiplies what is written. Photography multiplies what is drawn. Nay more, it draws automatically by a chemical means. No doubt a certain technical experience in the art is required which can only be gained by practice; but it is easy to learn; and it might be taught in all science schools (and classes) as an extension of drawing; years are devoted to the study of the art of drawing; but a course of instruction extending over half a year would suffice to teach Photography."

(3) To a science teacher, the art of using a magic lantern, and the art of making magic lantern slides are very useful. The importance of the magic lantern in illustrating popular scientific and other lectures is becoming more and more appreciated. There are magic lantern slides to teach almost any subject, History, Geography, Science, all arts and Industries, &c. It has not yet been fully appreciated by the teaching profession. It would be a very useful addition to the collection of apparatus recommended for schools and colleges.

(4) The possession by every science teacher of some scientific instrument that will help to keep alive his desire to use his hand in connection with scientific learning, is another desirable thing; e.g., a microscope in the hands of a student of natural science, a spectroscope in the hands of a chemist, a goniometer in the hands of a crystallographer or a student of geology, will have a stimulating influence on those who have a taste for the science of their choice.

I will not detain you any longer but I will conclude by a quotation from Professor Tyndal which runs thus:—If there be any profession in this country which is of paramount importance, I believe it to be that of a schoolmaster; and if there be any position in which selfishness and incompetence do most mischief by lowering the moral tone and by exciting contempt and cunning where reverence and nobleness ought to be the feelings evoked, it is that of the governor of a school. When a man of enlarged heart and mind comes among his boys, when he allows his being to stream through them and observes the operations of his own character evidenced in the elevation of theirs, it would be idle to talk of the position of such a man as being honourable; it is a blessed position; the man is a blessing to himself and to all around him. Such men are found in this country and it behoves those who are busy with the mechanics of education at the present day to seek out such men. For, no matter what means of culture may be chosen, whether physical or philological success must ever depend mainly upon the amount of life, love,

and earnestness which the teacher brings himself to his vocation. Therefore, let the words imprinted on your banner be *self-sacrifice, earnestness, hope, joy and peace.*

T. K. HANUMANTHA ROW.

TECHNICAL EDUCATION IN THE UNITED STATES.*

I.—THE UNIVERSITY SYSTEM.

"The world is waiting to be explored and conquered afresh by the engineer. With the exception of a few small areas the wealth existing on this globe is still unknown."

So said an American Professor to me the other day, and his remarks are undoubtedly true. Apart from the mineral wealth still waiting to be discovered and developed in vast areas of the earth's surface, we have to look to the engineer to open up for us great tracts of country by means of canals and railroads. The whole South American Continent, for example, is practically undeveloped as yet. Then in agriculture, by means of irrigation carried out on scientific principles an enormous work remains to be done. The arid regions of the Western States are rapidly becoming fruitful by means of irrigation; any young engineer in our country who means to make South Africa his home could not do better than come out here and study western methods of irrigation.

In the past the countries with the best trained soldiers built up great empires; in the future the country with the best trained engineers will re-conquer the world by peacefully taking possession of its resources for its own profit. It becomes therefore a question of the utmost importance to find out the best way to train engineers. Let us look into the American method and see in what way it differs from ours.

Before considering the training of the engineer, however, I must say something about their whole

* The two articles which we here reprint from the *Scotsman* appeared in that journal some time ago under the signature A. P. L. We think they will interest our readers.

University system, as the two subjects are closely connected. The citizen of the United States used to boast of his freedom from European despotisms, and rejoice that no crowned king interfered with his liberty. The advantage of such political freedom is a matter for discussion, but he is freeing himself from another despot under whose tyranny we groan in England; I mean the examiner. The system hardly exists in this country, and only lingers in the east, which is still somewhat bound by English tradition. It has practically ceased to exist in the West. Let us take the career of a boy in the neighbourhood of Chicago as an example. He is attending, let us say, some High School in the State, where he receives a secondary education free of cost, and means to go on to the University. No terrors in the shape of Leaving Certificate examinations disturb his rest, no University Preliminary has to be crammed for. He goes on quietly with his school work. The school he attends is affiliated to the University. No teacher can be appointed without the sanction of the University, and the University inspects the school from time to time, and satisfies itself that the work is efficient. This enables the University to have complete confidence in the reports received from the Headmaster of the school, and consequently when the boy leaves the school for the University he has such a report with him, and requires no entrance examination test as well. He now enters on the University career, and begins to study for his pass degree.

Here we are brought face to face with another extraordinary feature of the American Education system. In the States, when they once appoint a man as a professor they actually trust him, and treat him as if he were competent to deal with his own subject. He is consequently left not only to teach, but also to test and examine his own pupils, and he alone decides whether a student is fit to receive a degree. No external examiner is put on to interfere with him, and consequently the student obtains his degree, not on the result of his success in answering

certain haphazard questions on a certain day and hour, but on the result of his whole work in the laboratory and class-room. It is difficult to make an American Professor believe that such a system as ours can exist. "Do you mean to say," he asks, "that you take no account at all of a student's work? That no matter how well he has done in the class-room, or laboratory, you decide his fitness for a degree on one examination paper, and ignore everything else?" And when he at last grasps the truth he begins to talk about China, and wonders what right we have to claim any superiority over that respectable and ancient people.

Fortunately I have been able to speak of the reform recently introduced by the Scottish Education Department, and tell them how, under its new Continuation Code, our professors at technical colleges are freer than the professors in the Universities, and will be able in future to grant diplomas based upon a student's whole record, as judged by themselves, and to obtain the Government stamp of approval on the diplomas. They regard this as the greatest reform made for many years in our educational system, and seem to think that in Scotland, at any rate, and in our technical colleges, there is some hope of progress.

But let us continue to follow the career of our American student. He has now obtained his pass degree, and begins to study for his Ph.D., in what is called the post-graduate course. He selects one principal subject of study and one minor subject, let us say, for example, chemistry and mathematics. If chemistry is his principal subject, he goes to his professor of chemistry, and is advised by him as to some suitable department of research. When he has completed successfully some original investigation he presents his dissertation, and if that is accepted he is further examined both by a written paper and by an oral examination conducted by the professor in his subject, and so qualifies for his Ph.D. This examination is no light matter, but the dissertation is the main qualification, the student is well-known to his professor, and the examination

naturally follows on the special line of work which the student, under his professor's guidance, has been devoting himself to. In this final test other members of the faculty assist, so that the degree is granted on the decision of the professor, checked by his fellow-professors. The American Ph.D., therefore, corresponds closely to the D.Sc. of a Scottish University. This method of granting a degree stimulates research in every department of knowledge, and this stimulus is further increased by the system of research fellowships, first, I believe, inaugurated at John Hopkins University, where they have twenty research fellowships which are granted to students either before or after taking their degree of Ph.D.

The result of the whole system is that the central aim of an American University is research. The staff of teachers in a department is so large that the professor at the head of the department devotes himself to research and post-graduate teaching. The whole system is so elastic that he follows freely his own particular bent, and therefore builds up under him a department with research for its one aim and object. They would as soon use a razor to chop wood as allow the head of a department to use himself up in elementary teaching and examination work. He is there to develop and advance his subject, not to drill elementary notions into boys.

I have spoken of the freedom of the American professor, and the elasticity and adaptability of their system. When I first examined a copy of the calendar of Cornell University I found in the contents table the word "Ordinances." I turned to the page. The Ordinances covered two or three pages. I thought of the Ordinances of the Scottish Universities which are slowly but surely killing them like a boa-constrictor coiled round its victim, and I groaned in spirit. The watchwords of the American Universities are freedom of development and research. The axiom on which American education is based is that the written examination paper drawn up by an external examiner is destructive to all true

education, and finally destroys the mental elasticity and vitality of a nation.

"This preliminary account of their University system has taken so long that I fear I must postpone the description of the training of the engineer, and like the novelist who publishes in parts, conclude with 'to be continued in our next.' One word in conclusion to explain an important distinction. The American college trains for a pass degree. The American University trains for a post-graduate degree. The training for a pass degree is usually included as well in the work of a University, but not necessarily so. For instance, John Hopkins University, confines itself almost entirely to post-graduate work. I was recently present there at the oral examination of two students wishing to obtain a Ph.D. in chemistry. It was a most interesting example of the right way to examine.

"In this country," said a professor the other day, who comes from Cambridge and is an Englishman, "in this country, in education, as in every thing else, they make up their minds what they want, and go straight for it; in England we always begin by making the pupil do something else."

II—THE TRAINING OF THE ENGINEER.

We still cling to the apprenticeship of training engineers, and most of our firms require a five years' apprenticeship in the workshops, which here and there a few more enlightened employers have reduced to three years for a boy who has passed through a technical college. Most of our firms refuse to recognise the technical training in any way. In many cases a heavy premium is charged, and in spite of this fact no serious attempt is made to teach the boy anything. I know one case of a boy whose parents had paid a large sum to a well-known firm of engineers, and he spent his five years taking letters to the post. In another case, not one hundred miles from Edinburgh, he spent his apprenticeship painting ships' bottoms. The apprenticeship system is pecuniarily of advantage to many firms,

and some shops are almost entirely run on apprentice labour. In this way an inadequate system of training is kept up, and the future of our engineering students is sacrificed because of the prejudice or greed of most of our engineering firms. Let us see how they manage in the States.

We have already seen the results of their system; we can learn the lesson every day if we choose to compare our position as manufacturers with theirs. We have to look to the States now for all big industrial developments requiring engineering skill. The "twopenny tube" in London, the re-organisation of the underground railway, the converting of the Mersey tunnel railway to the electric system—all these big schemes are being carried out by American firms.

To begin, then, at the beginning, the American boy enters the engineering college at about 17 to 18 years of age. He comes from school with a fair elementary knowledge of physics and chemistry, and a sufficient knowledge of mathematics to enable him to start straight away at analytical geometry, followed by the differential or integral calculus. At Cornell University he does not begin to attend lectures on physics until he has a sufficient knowledge of these departments of mathematics to enable the professor to use them freely in his lectures. In this way, an enormous amount of time is saved. With us, a student learns his physics twice over, first without, then with sufficient mathematical knowledge, and thus much time is wasted because of his imperfect training in mathematics at school. But how, some may ask, do they find time to teach a boy so much mathematics? I asked Professor Mosley that question. He is Professor of Mathematics at John Hopkins University, and was a senior wrangler, so he knows both systems. He explained to me that the result is obtained by lightening the mathematical ship, throwing all useless rubbish overboard. In England we still cling to Euclid, and waste years of the boy's time upon it. He should begin his geometry as practical geometry, and follow up with a modern

geometrical text-book. He wastes too much time on arithmetical conundrums which are as simple as possible when he knows some algebra. Algebra should be begun earlier. He learns a great deal of trigonometry and a great deal in conic sections, which is useless. He wastes time learning conic sections by obsolete methods, when, later on, he will have a better instrument in analytical geometry. As soon as he knows a little algebra he should be introduced to the elements of analytical geometry, and taught to convert algebraical expressions into geometrical form. This makes the algebra much more intelligible and interesting. Why learn the second book of Euclid when the whole thing is child's play if attacked from the algebraical end? And so on, and so on.

The American idea is that they want a boy to know mathematics, our idea is that we want to use mathematics as a means of drill. It is like our methods of warfare. The object of a soldier is to kill the other fellow, and avoid getting killed himself. The Boer farmer understands this, and learns to shoot and take cover. We have seen in South Africa what our methods of drill come to. We are always teaching the man or boy something else, never the thing he wants to know to do the job before him.

To return to our young engineer. Thus equipped he starts on a four years' course of training. This corresponds in many ways to the training he would get in one of our technical colleges, if we had time to give it him, but it possesses two features of special note. Right away through, as soon as he has learnt enough of the elements of his subject he is turned on to solve problems. In the drawing-room, for instance, he is put on to design, first simple, then complex machines, the conditions being given to him. In this way his originality and resourcefulness are being developed, and he learns confidence in himself. In every department he is ultimately trained by being used to experimental work. It may not be new work, but he has to re-investigate afresh

some problem. A new power-house has, let us say, been started. The students will, under the guidance of their professor, be turned on to make an exhaustive series of tests of that machinery. A new type of engine has been invented. The castings are brought from the makers, and the students have to complete it and put it together, and then test it thoroughly.

The latest types of machines of all kinds are lent to the technical colleges by the makers, for examination and comparison, and the student is thus living in an atmosphere of change, development, and invention. His own professors are all researchers, and in his post-graduate course he is working under or with them. Remember he has no external examination to cram for. He earns his degree by his work from day to day, with such examination tests as his professor may judge fit to impose.

That is the first point worthy of notice; the second is the workshop training that he gets. The workshop training is thorough and systematic; he is taught to make things really well. He begins with carpentry, which is carried on to pattern-making. When he can turn out a good piece of pattern work, he goes to the smith's shop and learns to do smith's work. He is expected not only to forge a thoroughly good chain, but to forge it within a certain time, so that he learns both accuracy and quickness in working. He goes to the foundry and learns moulding and casting, so that he understands thoroughly what can and cannot be done in the moulder's shop. He goes to the machine shop and goes through a thorough course with the file and lathe. Often there are summer courses, when the student is expected to spend eight hours a day in the shops. How thorough their training all round is can be proved, I think, by the following fact. They have in Cornell University a quadruple expansion engine designed and made completely by the students, which probably holds the record at this time for economy of steam consumption over any engine in the world.

At the end of four years his training is finished, and he goes out from the technical college. Outside, different firms have different methods of using him. In many cases he is employed right away. In other cases he spends a year or two years going through the different departments and getting familiar with the methods of work, and is called an apprentice. But he is an apprentice receiving a fair salary and learning all the time, and not painting ships' bottoms. The firm mean to keep him and use him. They want him to know all their special methods and take care that he should. As a rule, from the day he leaves the technical college or University he can command an income of from £150 to £200 a year. His future position depends on himself. It is extraordinary how quickly the clever fellows get promoted, and the young men you find in important positions. "I will have nothing but college graduates," Mr. Carnegie has said more than once. The other leading firms say the same. The big building firms here that put up the enormous buildings in New York and Chicago have college-trained engineers and architects at the head of every department. I had a long and interesting talk with Professor Thurston, the professor of Mechanical Engineering at Cornell University. He told me of the early days when the Stephens Institute was started in New Jersey. (He may be called the father of mechanical engineering as a skilled profession in the States.) "We began," he told me, "by drawing up a four years' course of study on the lines we thought necessary for the thorough training of an engineer. We did not temporise or compromise. And then we waited for pupils. We had sufficient endowment to be able to wait. They came slowly at first, and it is only during the last ten or fifteen years that the employers in the States have realised the value of the trained engineer. Now we cannot turn them out fast enough. We keep raising the standard of admission to keep down the numbers, and we have three vacancies for every man who graduates for him to choose from."

This is the history of so many things over here. They begin by saying what is the best way to do a thing, and they do it that way. In the end, they get their reward. With us, it is always a compromise of a compromise.

I see they have just started trains doing the thousand miles from New York to Chicago in twenty hours, dragging at that speed their enormously heavy Pullman car trains. If one of our dear little locomotives tried to do it, it would have to sit down.

THE IDEAL IN EDUCATION.

Professor M. Runga Chariar, of the Presidency College, delivered a learned and thoughtful Address on "The Ideal in Education" at a Public Meeting held under the auspices of the Mylapore Literary Club on April 22nd. Mr. V. Krishna-sawmy Aiyar, High Court Vakil, presided, and a large audience was present.

The Lecturer said that the word "education" meant the drawing out of the inner potentialities of the person subjected to the process. It also meant a certain amount of instilling of power and perspicacity into the mind of the man educated. From his experience as a teacher it appeared to him that they often instilled more into the person than they educed out of him. Looking at the question in that light, they found that education did not merely mean the fitting up of an individual in such a manner that he effectively manifested all the powers he had within himself, but also meant the fitting up of an individual in relation to his environment in such a manner that he, as it were, became heir to the accumulated experience of the human race. Such an education really began with literature, as literature had embodied in it all the aspirations and ideals of various civilisations and societies. One of the most important ends that education served was to enable a man to acquire for himself the accumulated experience of the human race, with all its previous aspirations, and aims and the results of all its observation. If that was one of the chief aims of all education, it must be easy for them to see that the

scope of education had been expanding with the progress of civilisation, in other words, the quantity of the experience of the race was certainly much more now than it had been centuries ago. The scope of education had increased to such an extent in modern times that the whole problem of education might be said to have become quite international. The modern education which they were receiving in this country was much wider in scope, more comprehensive and international in character than the ideal of education known to them. The aim which the problem of education had to keep in view was necessarily to comprise the whole of humanity, subject to the local limitations imposed on the existing system of education. Education to be ideally perfect and to suit the international and cosmopolitan character of literature and science, must have as its aim the study of the whole of humanity.

The ideal of education had been propounded by ancient, mediæval and modern philosophers, and when the various ideals propounded by various thinkers at various periods and places were examined in detail they were found to be not in agreement with one another. Some ideals were political, others religious, and others like the modern ones were secular and scientific. They must try to find out what common feature there was underlying these several apparently conflicting ideals. What struck him as a common feature of all these ideals was this, namely, that in all these ideals they found an endeavour to make the best of the capacity of the individual while he was kept in harmonious relation to his historic environment. Thus they would find that all these ideals were the reflection of the historical condition of the age in which they had been propounded; the conditions of the hour largely determined the aim of the educational ideal. In all these ideals, the endeavour to make the best of the capacity of the individual while keeping him in complete harmony with his historic environment was distinctly noticeable. One would be justified in saying that that system of education was the most ideally per-

fect which tried to secure this. The ideal in education must, however, vary from time to time, for the reason that the environment into which an individual was born varied from time to time. The environment of the days of Vasishta and Viswamitra was not that of the India of to-day. Thus in dealing with the problem of education they would have to look at it from two distinct standpoints, viz., (1) the development of the individual and (2) harmonising the developed individual to his surroundings. Of course, in the practical operation of education the two could not be kept separate.

His object in taking up the subject was to see where the present system of education was defective and whether they could not in the spirit of honest patriots put forth their best endeavours to remedy the defects. If education as current in this country was carefully examined, they would find two unrelated systems in existence, one the indigenous system and the other the modern. Very little systematic survey of the former had been made, though in regard to the latter a great deal of information was available. The primary education imparted under the indigenous system in *pial* schools had been most beautifully adjusted to the requirements of the country till the advent of the new civilisation, so much so that it sometimes seemed to him a pity that the modern primary education did not adopt much of what was good in the *pial* school system. As regards the question of the pundit's education, one thing was certain, that, so far as the current of popular life and thought was concerned, they would find that the indigenous education was distinctly in harmony with that. The modern British system introduced into this country was wholly foreign in origin. Its ideals and aims were foreign to the land. The tendency of the modern education was to instil into the minds of those receiving it a large amount of individualistic and democratic spirit—the feeling that the individual was all in all. In all matters of social progress and civilisation this was a feeling that would somehow grow under the guidance of this

new education. This spirit was due to the history of Europe during recent centuries, where the democratic spirit pervaded their political as well as religious organisations. The democratic spirit of European civilisation was a spirit which was largely accounted for by the peculiar historic conditions of Europe. Where they had conflict of racial interests the democratic spirit could not come into existence. Sir George Campbell, after a tour in the South American States and studying the "colour problem" there, observed that the organisation of an institution like that of caste in India was the only thing by means of which they could introduce harmony where there was conflict of races and enable them to carry out the democratic spirit in full practice. The absence of the growth of democratic spirit in India was due to her peculiar historical conditions of the past, and this democratic spirit introduced, from civilisations differently situated and worked on different lines, into this country, would not harmoniously work with the past traditions of the people. It was evident that that spirit very often impelled them to feel that things in India were really on a wrong basis and that the old civilisation of India had gone on a wrong tack, that it had not had a proper ideal in view and that caste distinctions were all wrong, etc. In such situations he would ask them to bear in mind how European civilisation would have got on if it had been in conditions similar to those in which, in this country, they and their ancestors had had to live.

If they studied the history of the last four or five centuries they would learn that wherever the white races had come into contact with other races, the latter suffered very seriously, almost to extinction in most cases. In India, however, from time out of memory, different races and various tribes in different stages of development, with varying powers and capacities, had been living side by side. If they bore this fact in mind, they would at once see how it would have been impossible to work out a democratic civilisation

in India, and that the only possible civilisation India could have had was the civilisation based on castes. If that was understood, they would see that in India, under existing circumstances, history had built for them an environment which certainly was not in any way unjust, cruel or improper, but, on the other hand, seemed to have been the best possible under the circumstances. Judged from the standpoint of history, they were neither better nor worse than they deserved to be. The character of Indian civilisation had been more dominantly religious than political, while European civilisation had been more dominantly political than religious. Religious equality of men had been recognised about 3,000 years ago in the days of the *Mahabharata*. Sri Krishna had also pointed out the dangers arising from *Varna Sangrama* or commingling of races and castes. Three thousand years after the days of Krishna, Dr. Bryce in his Romanes Lecture gave expression to the same opinion. Difference in colour between the different inhabitants of the same country often made it impossible for political democracy to come into existence. In addition to the existence of various coloured races, there had, until the advent of the British, never been one common Government in India wielding complete sway over the whole country, and there had been no continuity of political history all making for political democracy.

If they bore in mind how the growth of a democratic spirit in social and political matters had been impossible in India, they would at once realise the conflict between the new education and the old. The old education was sympathetically arranged to the historic conditions of the country, while the new education was arranged sympathetically to Europe. They found that the educated man in this country, while he had his inner potentialities developed, was not harmoniously adjusted to the environment into which he was born. It was here that our modern system was defective. From this it did not follow that the pundit's education was better. The latter was

defective in that it did not adjust itself to the new conditions of the country, while the modern European education implanted in their midst was defective, inasmuch as it did not sufficiently adapt itself to the historic environments of the country. They should correct this situation, and this should be done more in the direction of modernising the pundit and his system of education. If the indigenous system took account of the peculiar change of historical condition of this country and then began to operate upon their social conditions and civilisation, then progress would be much easier and in every way worthy of admiration.

The Chairman, in the course of his remarks, said that he did not intend to draw their attention to the absence of religious education and of a modern side in their schools. He would say that in modernising the pundit they should appropriate and make part and parcel of the modern system of education, whatever elements of virtue there were in the indigenous system. In the present day they were in the habit of regarding education from the point of view of one man winning a race against another. That, no doubt, had the great advantage of drawing out their best powers; he did not think, however, that it was altogether an unmixed advantage. It had the great tendency of subordinating the desire to serve others and to make one feel that one's capacities and powers were for the service of the race. The ancient system of education of the pundit first taught him the lesson of self-denial. There was nothing in the modern system which taught that. An education which compelled men to subordinate their own physical wants for the benefit of others, a system which compelled them to practise self-denial in their daily life, was an advantage, and this they lacked in the modern high pressure system of competition. There was another and a more serious defect in their modern system. They were all aware of the fact that the pundit had enormous facilities for specialising in particular departments of knowledge. He trained himself to the habit of concentration and whole-

hearted devotion to particular lines of work. The students turned out of modern schools and colleges had lost that habit, the constant, continuous, and persistent habit of concentrating their minds on one idea and working it out, which was characteristic of the pundit. In trying to be forgetful of the past they were apt to lose sight of something that was best and noblest in it.

OUR ENGLISH LETTER.

CAMBRIDGE, May 1903.

April being finished, this letter, like the pilgrims of Chaucer, is again longing to go on its pilgrimage to 'strange strondes' and to 'ferne londes'; though the 'sweet showers' of the poet have been conspicuous by their absence, and the 'young sun' has shown anything but youthful vigour. Winter, indeed, has been so persistently present with us during the last few months that we have been inclined to give a special meaning to Cowper's phrase 'the inverted year,' and to imagine that the vacation through which we have just passed has been Christmas rather than Easter. I am tempted to think, that the sudden change of temperature through which this letter must pass in going from Europe to India will be detrimental to its health, and to bespeak the special indulgence of my readers accordingly.

An essay, recently published by Professor Percy Gardner, entitled 'Oxford at the Cross-Roads,' has deservedly roused a good deal of attention. He censures the University for the narrowness of her curriculum, and especially, as was to be expected, for her neglect of archæology. Whereas, at Cambridge a man may get the highest honours, in the second part of the Classical Tripos, by knowledge in this subject alone, at Oxford the subject is all but entirely tabooed. Though, paradoxically enough, some of the most famous of recent discoverers—Mr. Arthur Evans, the Cretan explorer, and Messrs. Grenfell and Hunt, of Egyptian fame—are Oxford men, yet the only way in

which archæology is brought into the examination curriculum is as a permissible, but not very tempting, additional subject in 'greats,' which may aid, but, however deeply studied, will not secure a first-class. Rarely, indeed, is a fellowship given for proficiency in these subjects.

All this is only an example of a universal feature at Oxford. Exact scholars, in every branch of study, of course there are; but they are not encouraged. The ideal is not specialized scholarship, but general culture. This culture is undoubtedly given; but in the conflict of sciences to-day it is doubtful whether specialism will not become more and more necessary. At Oxford the special professors in the natural sciences are borrowed from Cambridge; the professors of comparative philology come from Germany; the home-product is wide but not deep. The result is that though in literature, journalism, and politics, the Oxford man is at present far ahead of his Cambridge brother, the leaders of knowledge are almost all Cambridge men. But Oxford is apparently quite content; and some authorities even openly advocate the abandonment of the newer sciences to the provincial universities, while Oxford goes on in its old path as the leader not of learning but of 'culture.' To this there are many objections. On the one hand, the provincial universities will thus tend to become mere 'cram-shops,' and on the other, Oxford will gradually lose touch with modern life. If such books as this of Professor Gardner can do something to redress the balance, good will be effected.

It is instructive to note that every single County Council scheme under the Act of 1902 has insisted that a majority of the Educational Committees shall be made up of members of the County Council; and in every case but three or four the majority is to be very great. With regard to the presence of women on the Committees, many schemes have restricted themselves to the minimum (of one) required by the Act; and very few permit more than two women to

serve. Under the London Bill as it stands at present, the case of women will be lamentable indeed; for they are not eligible to serve on the Borough Councils. Meanwhile, it is regrettable that Mr. Lloyd-George's concordat, which at one time promised so well, is meeting with strong and probably fatal opposition. The Bishop of St. Asaph, who accepted the bargain, has been unable to carry his clergy with him; and in the other dioceses there is still less chance that the plan will be allowed to be tried. It was, as may be remembered, that for three years the Church Schools should be handed over to the County Councils, and thus become temporarily 'provided.' The Councils would thus be responsible for putting them upon a satisfactory footing, while in return, of course, it demanded a much fuller control of the management than the letter of the Act permits. The Church would thus be saved the expenditure of at least two hundred thousand pounds; but even in the diocese of St. Asaph I see that the Rural Deanery of Montgomery passed a unanimous vote against the reception of the Lloyd-George terms. What the result will be it is impossible to say; the only thing certain is that there will be a vigorous contest.

The London Bill came up for second reading on Tuesday the 28th of April. Thus the London County Council has only been able to express an opinion in an irregular way; for both the first and the second readings have been taken when the Council was in recess. The true reason for this haste is perhaps that the Government may be sure of Irish support; for the Irishmen are certain to keep the Conservatives in power till their Land Bill has been passed. It is thus to the interest of the Government to introduce doubtful Bills before the Land Bill: for after that is settled the deluge is the most probable contingency.

At the second reading debate Mr. Balfour's task was a delicate one; for, in the presence of the almost universal hostility which the Bill has aroused, it was necessary to make large conces-

sions, and yet so to manipulate them as apparently not to interfere with the principle of the Bill, and thus to render the second reading a Parliamentary possibility. In such cases there must be hints and suggestions, but not such definite promises that the Government will be awkwardly committed. Mr. Balfour's dexterity makes him the ideal man for such an undertaking. He was profuse in equivokes and full of vague declarations. But, stripped of House of Commons verbiage, his speech amounted to a substantial concession. 'Within the broad limits of two great principles,' he said, 'I see no reason why we should not modify the measure. Those principles are that the authority shall be the County Council, and that the bodies through which decentralisation is to be effected shall be the Borough Councils.' It is obvious that, broadly interpreted, this declaration may mean a great alteration of the Bill; for, as at present drafted, it can in no sense be said to make the County Council a genuine authority. The County Council, in fact, is at present in an absolute minority on its own Board. That this proportion will be seriously altered if the House is given a free hand, is certain from the speeches made on all sides. Not a single independent member supported the Bill as it stands.

It must not however be supposed that whatever alterations be made the Bill will fail to meet the most strenuous opposition. The Nonconformists have not bated a whit in their antagonism to the Act of 1902, and in their assault on the present plan they will have the support of the National Union of Teachers, the County Council, some even of the Borough Councils, and the Labour Party. It is indeed doubtful whether the Bill can pass in any shape; and, as an Autumn Sitting is out of the question, and a General Election is anticipated in July, the opposition have every encouragement to work their hardest. Even after the hints of Mr. Balfour, and with the assistance of the Irish, the second reading only passed by 137, more than a hundred below the

normal majority; and the support of many conservatives was only given on the distinct understanding that drastic changes should be permitted in Committee.

Two years ago, in consideration of the huge size of the second class in 'Moderations' at Oxford, it was decided to divide the successful candidates into four classes instead of three: or rather, to divide the last two classes into three, for it was not intended to alter the standard of the first. Accordingly, in the recently-issued Moderations List, there are forty firsts, sixty-three seconds (as compared with ninety-four in 1901), fifty-nine thirds, and twenty-five fourths. If an improvement can be suggested, it would probably be made by enlarging the fourth class; for there certainly need not, as a rule, be more than fifty in the second and in the third. Naturally, however, the examiners are at first reluctant to give an apparently lower place to men as good as those who, a year or two back, were awarded a second or third.

CONTEMPORARY EDUCATIONAL PERIODICALS.

I. Indian.

In *Indian Education* (June) the Editor recommends the Madras system of Boards of Studies, as one that might be imitated in Bombay; as regards meetings of Boards of Examiners for the comparison of results before the final mark list is settled Madras is also perhaps more advanced, though 'grace marks' are not altogether unknown there either. Mr. E. B. Havell contributes some 'Notes on the Teaching of Drawing' and Mr. Jesse continues his 'Geographical Notes.'

In *The Indian Review* for May Mr. Hemandra Prasad Ghose discusses the 'Influence of English on the Bengalee Language and Literature' and Dr. Srinivasa Row criticises 'Professor J. C. Bose's New Discovery.' Mr. J. Ramayya contributes a paper on 'Materials for a History of Southern India.'

The Bangabasi College Magazine for March and April is partly in English, partly in Sanskrit. An

article on 'The Street Cries of Calcutta' is interesting.

Its remarks with regard to the folly of supposing that it is possible for an Indian student to receive in Japan a better education than he would in Europe or even in this country has brought the *Englishman* an interesting communication from a gentleman who has spent many years in Japan and knows the people thoroughly. Our informant states that as a matter of fact not enough emphasis was placed on the indignities and insults to which Indians are exposed in towns like Tokio, Yokohama, and Nagasaki. An instance may be quoted. A Madrassi student at Tokio, very soon after his arrival, was seized by some Japanese, who pretended to be horrified at his colour, and had his face painted white. Complaint to the officials only provoked laughter. In Japan all foreigners of Asiatic origin are either distrusted or despised. They are watched by inquisitive Policemen, and haled off before a Police Court for the slightest infraction of Municipal by-laws. In the large towns, ever since the European fever seized Japan, the greatest attention is paid to costume. What is called the Bengali national dress would not for a moment be tolerated in a town like Tokio. The Japanese would call it indecent and would punish the wearer. As for caste rules and the ceremonies of eating and drinking, as observed by Bengali students, they would excite nothing but derision.

It has been urged by the Bengali Press, that in Japan the student from India would not have his feelings continually harrowed by the sight of his companions eating meat. As a matter of fact, the Japanese are Buddhists only in name. They have no objection to eating beef. Indeed, beef now forms part of the regular rations of Japanese troops. An Indian student in Japan, if he wishes to have any opportunities for study, must conform absolutely to European customs, if, as a foreigner, he wishes to be tolerated. Again he has to be on his guard against hosts of low persons who make their living by fleecing strangers. Should he arrive in a large town without introductions, he is almost certain to fall into the hands of sharpers, and his ignorance of the language and of the modes of criminal procedure will probably prevent him getting any redress. One case is known of an Indian who arrived at Tokio and

was even unable to gain admittance to any school, because he did not know the procedure to be followed and was unable to find anybody to help him.

Then there is the vital question of methods of instruction. Although it is true that a knowledge of English is spreading very rapidly in Japan, it is a mistake to suppose that English is the medium of instruction in the schools and colleges. Before an Indian student can hope to gain any knowledge he must learn the Japanese language, which is one of the most difficult in the world to write and read, because the system of writing is what is called ideographic, that is to say, there is a different letter for every idea. In other words, there are many thousands of letters, and to learn them all is in itself the task of a lifetime. These and similar considerations have debarred Japan from becoming a centre for any but Japanese students.

Some years ago the Government of Nepal despatched a whole batch of Nepalese youths to Japan to be instructed in the Western sciences. They were badly treated and hastened to go back to their own country before they had learned anything. We do not, of course, mean to imply that the Japanese are in any sense barbarians and without feelings of courtesy and kindness. The very reverse is the case. But their eagerness to embrace the ideals of Europe has made them impatient with all Asiatic civilisations. They have no respect for the past. They cannot understand the sentiment that makes the Hindu so tenacious of customs which have outlived their value. A Hindu, therefore, who visits Japan must be prepared to make more sacrifices than he would have to in visiting Europe. Also he would learn much less.

The idea which has been fostered, we know not for what reason, by some Bengali papers that well-paid appointments in Japan are open to Indian students is absolutely ridiculous. What a student may learn by going to Japan is what can be done by Asiatics who apply themselves not only to scientific education but to the removal of Asiatic prejudices and superstitions. He will learn that the Japanese obey the laws they make. For instance, if the plague breaks out, they will evacuate without a fuss. A Bengali in Japan will learn that not only Europeans believe in the virtues of sanitation. He will learn that women may be educated and may be as free as men without losing any of their virtues and their charms. He

will learn in short that what is dragging back India is caste and the thousand superstitions begotten of it.

II. British and Foreign.

The Journal of Education.

One of the most striking features of the May *Journal of Education* is a letter on the Syllabus of the Oxford and Cambridge Locals. The writer points out the very scanty requirements for a pass, e.g., at the Oxford Senior a candidate who satisfies the examiners in three subjects only—say Religious Knowledge, History, and Geography—passes and obtains a certificate conferring the title of Associate in Arts. This is harmless enough perhaps—but the serious part of the business is that the certificate qualifies the holder under Article 51 of the Education Code as an assistant teacher in elementary schools and a candidate for the Government certificate. Now that levelling up is the order of the day let us hope that both Government and University will see their way to altering this.

The *Journal of Education* does not endorse the elementary teachers' attack on the London Education Bill, and has no sympathy with the demand for an *ad hoc* authority; but considers that the measure will prove satisfactory if amended in certain essential respects. The first necessity is that on the Education Committee the County Council should have a majority, the second that the Borough Councils should have no direct representation, and the third that the number of outside members should be increased. Our contemporary also finds "something pathetically ludicrous" in Sir G. Kekewich's Buxton speech, and adds that those who are behind the scenes know that a difference on educational policy was not the only circumstance that led to Sir George's retirement from office.

"The early advocates of the higher education of women fell into the error of thinking that because a University education was considered the best and finest thing for a boy it must necessarily be the best for a girl. . . . It is seriously open to question whether the University course has broadened woman's mind or increased her general culture." These heresies are enunciated by Esther Longhurst, in a *Journal of Education* article, "Women and University Life." The writer boldly maintains that a University life is not only an unsuitable preparation

for ordinary social life as it tends to narrow the interests by isolating the student for the best part of three years from all outside affairs, but also that it is not a good preparation for the career of teaching inasmuch as "the enthusiastic graduate is inclined to take too scholarly a view of her work as a teacher, and so to forget that her aim is not to educate a race of scholars, of girls who shall win honours at the University, but of women who shall fulfil nobly the duties that fall to the lot of the majority of womankind."

The Educational Times.

The first leading article in the *Educational Times* discusses the London Bill, repudiating *ad hoc*, favouring the reduction of the Committee to sixty-six by the elimination of Borough Council representatives, and urging that an expert element, including women, should be introduced into the borough committees no less than into the central authority. The second leader is inspired by the Head Master of Merchant Taylor's article in the *New Liberal Review*, on the deficiencies of Public Schools. The writer is not so convinced as Mr. Nairn that the true educational reformers are the headmasters, and maintains that the best hope for the efficiency of public schools lies in the registration of teachers and what that measure implies—their professional training; "but too many of our classical headmasters regard this reform with coldness, if not with active antipathy."

The School World.

The How rather than the What is the cardinal matter for educationists, writes Miss F. Johnson in her *School World* article, "Classical Translations for English Readers." What matters is not how much French or arithmetic or history a pupil leaving school may have acquired, but the attitude of mind towards these or any other subject of instruction that he has imbibed as a result of school training. So at school acquaintance with the classics leading to the absorption of the classical spirit may well be gained through the medium of translations—a great advantage in these days of a crowded curriculum. "Now-a-days, I believe, the student is encouraged in the intelligent use of translations while wrestling with the difficulties of a foreign tongue. But the vast majority will never, perhaps, reach even this preliminary wrestle. Why, then, should the treasures of the

past be debarred from them, or offered in such attenuated forms as Kingsley's *Heroes*, or the *Tanglewood Tales*? The worst translation of Homer that was ever made brings one more in touch with the spirit of the elder world than all the 'Tales from Homer' that were ever devised. We must get as near as we can to the sources. In literary matters, this corresponds to the investigation of origins in science. . . . After all, matter is more than form, and thought is better than speech. We can get at the minds of the ancients as well, or better, when we are not carefully puzzling out their sentences phrase by phrase. Even for those who hereafter may be destined to soak themselves fully in the originals," Miss Johnson believes, "the best way would be to begin with translations."

In "The Geometrical Treatment of Angles and Parallels," Mr. H. B. Woodall points out that Euclid's difficulty in treating parallels [his statement about them is a negation, not a definition] is due to his failure to define angle, the essential nature of which seems to have eluded his grasp. The writer proceeds to show that important fundamental propositions of Euclid's first book may be established immediately from the modern definition of angle. Mr. F. S. A. Robson, M.Sc., in his article "apparatus for Experiments in Calorimetry," gives very full particulars of the make, use, and price of the necessary instruments, adding excellent diagrams to illustrate his letterpress; he by no means confines himself to one maker's catalogue. Mr. W. H. Salmon, B.A., B.Sc., performs a similar useful office for those who wished to buy "squared paper": as is not unexpected, the best quality on the market is produced by a German firm.

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Ireland and India have both recently had University Commissions added to their burden of grievances—and the two Reports are summarised in this month's *School World*. The gist of the Irish Report is already well known; that we need only note with hearty approval the official assurance that in the case of the Royal University of Ireland becoming a purely residential University, one regard will be had to the interests of those who have already entered upon a career in the Royal University, and that a considerable time will be allowed them within which to complete their courses under the present regulations. Of the Indian Report our readers

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already know more than they will find here. The summary is written from the Calcutta standpoint.

The University Extension Journal.

In the May number Dr. R. D. Roberts explains at length a scheme of study for a new and advanced Extension certificate which has been adopted by the University of London. The central idea is a broad study of history, treated not only from the political point of view, but also from the economic, industrial, and social points of view, with literature and art; in other words, "such a study of the progress of European civilization as will make a suitable background for an intelligent and fruitful study of modern history, literature, or art." Three sessions are to be devoted to this study, and in addition the student will be required to undertake (concurrently or otherwise) a session's work in the fundamental principles of evidence and reasoning. The scheme requires that candidates should submit evidence of sufficient preliminary training to profit by the course of study.

The Practical Teacher.

The May number naturally devotes much of its space to the N. U. T. Conference recently held at Buxton. Mr. W. H. Foster contributes a timely paper on 'The Teaching of Practical Geometry' and Mr. Rippon-Seymour outlines a progressive course of Physical Training for Elementary Schools. The 'aids' are as full and varied as ever.

The Journal of Pedagogy (Syracuse N. Y.)

Moved by recent anarchist activity in the United States Mr. W. H. Burnham discusses "The Extermination of the Crank" in the current issue of this quarterly. The part which the school may play in the amelioration of the present condition of things is indicated thus: "The sole excuse for anarchy is the survival of an old conception of government which made it paternal and despotic, ruling not only the lives of men, but attempting to mould their characters and individuality The modern theory of the state makes the government merely a committee of the whole, and its functions anything that experience has shown may be advantageously given over to this committee. It is based on the principle of co-operation; its sanction is no less binding because it depends, not on divine right or an abstract transcendental conception of the author-

ity of law, but is rooted rather in the fundamental instincts of altruism, co-operation, and democracy. . . . The remedy for the general condition that makes a disease like anarchy liable to occur in a republic is the promulgation of this modern theory of the state, and a form of public education that shall develop the true spirit of co-operation rather than that of competition and egoism. The public schools, in the higher grades, should teach something of political economy and the theory of Government. Training in co-operation and in patriotism should also be given in the schools. This is more important than instruction in patriotism. The only true training in patriotism is that which comes from the doing of patriotic acts."

It is sometimes urged that the teacher, like the poet, is born, not made (says Mr. Joseph Landon in the *Educational Monthly* of Canada). There is a sense, of course, in which this is true; but too frequently it wears the look of an apology for ignorance. It does not mean that the teacher is not helped to an immense extent by theoretical information as to the best means of doing his work; but only that knowledge of the theory of education alone, no matter how complete, can never make a teacher. Practice and experience in teaching, as in every other art, are essential things. Experience truly is a good teacher, but, as has been said, her school fees are apt to be very heavy. To neglect the theory of educational work, because teaching is a practical matter, is a fatal mistake, and the effects are not confined to the teacher, but are sure to act prejudicially on the methods he adopts, and so will be reflected upon the children under his charge. Neglect of the art of education simply means that the teacher must at best blunder his way into success, laboriously correct his errors by the failure or the mischief produced, and slowly discover things for himself which others have discovered before him. It is to throw away all the advantages which the accumulated results of wisdom, invention, and experience of those who have gone before should give us; and such a doctrine, if generally adopted, would effectually prevent any further progress in the development of educational processes. From the waste of time and energy, and from the disheartenment and disappointments necessarily attendant upon such a course, we may save ourselves if we will. Why should we tread the

thorny path of error, or traverse the dreary swamps of failure, when a safer, pleasanter path has been pointed out to us by those who have travelled the road before us?

Reviews and Notices.

Cymbeline, EDITED BY EDWARD DOWDEN. Methuen and Co., pp. xliv. 212. Price 3s. 6d.

Othello, EDITED BY H. C. HART. Methuen and Co., pp. xliv. 256. Price 3s. 6d.

These two plays have just appeared in the handsome and scholarly 'Arden' Series which, projected by Professor Dowden, has now passed into the hands of Mr. W. J. Craig as General Editor. That the prince of Shakespearean scholars has not, however, altogether withdrawn his connection with the series, is manifest no less from the indebtedness which all the workers on it express to him, than from this, his latest contribution, an edition of 'the play of plays, which is *Cymbeline*,' a work which takes fitting rank alongside his 'Hamlet' and 'Romeo and Juliet' in the same series.

Though '*Cymbeline*' has not so far shared in the present day revival of the Shakespearean drama, its last notable appearance being in 1837 when Macready and Helen Faucit played Posthumus and Imogen respectively, it has not been neglected by the student. The text in particular has been subjected to a close scrutiny rendered all the more necessary and difficult because there is no Quarto Edition of the play. Vaughan in 1836 devoted nearly 250 pages, of his *New Readings and Renderings* to the matter and in 1902 Mr. A. E. Thielton published his *Textual Notes on the Tragedy of Cymbeline*. To both of these critics Professor Dowden acknowledges a debt; in one point at least he has gone beyond them and has removed another stone of stumbling from the path of the reader, whether learned or lay. We refer to the words of Imogen to Posthumus (V. v. 262)

'Think that you are upon a rock, and now
Throw me again.'

By the slight change from 'rock' to 'lock' (a term used in wrestling), a multitude of clumsy and unconvincing explanations are swept aside and the meaning is clear—"think that you are engaged in a wrestling embrace, and give me another fall." In an additional note at the end of the book the Editor presents us with more than sufficient evidence, from the New English Dictionary, confirmatory of his emendation and of the phrase 'upon a lock.'

Of the passages whose authenticity has been disputed Professor Dowden would admit the concluding couplets of the stanzas of the song in IV. ii., but rejects the doggerel lines 30—92 in V. iv. (vision of Posthumus) and the first four lines of Jupiter's speech, immediately following.

As regards the genesis of the play Professor Dowden is unable to agree with Professor Thorndike's contention that in his Romances in general

and in *Cymbeline* in particular Shakespeare was following a fashion of the day, one set by Beaumont and Fletcher in *Philaster*. Nor will he allow that Mr. Fleay and Dr. Ingleby are right in their theory of a composition at two dates with an interval between. He succinctly sketches the dependence of Shakespeare on Holinshed as far as the historical side of the play is concerned and, for the romantic side, on the well-known mediæval 'wager-story' which appears in varying forms in the *Decameron* (Day II Novel ix), *Westward for Smelts* (an English pamphlet said to have been first published in 1603), the French fourteenth century miracle play *de Notre Dame*, *Gilbert de Montreuil's Roman de la Violette*, *The Four Merchants* and many another story. For the incidents connected with Belarius and the reunion of Imogen and her stolen brothers there are the old 1589 black letter *Rare Triumphs of Love and Fortune*, which may also have had a little influence on *The Tempest*, and the well-known nursery tale of *Sneewitchen* (snow-white); possibly too, Fairfax's translation of Tasso's *Godfrey of Boulogne* (book seven). But all these suggestions must be qualified as Professor Dowden slyly remarks, by remembering that 'after all Shakespeare may have been capable of a little original invention.'

We have not previously come across any of Mr. Hart's work in the Shakespearean field; if there has been any, the loss is ours, for the volume before us gives good proof of his ability.

One of the peculiarities in *Othello* is the superiority of the Folio edition over the Quarto which latter was evidently hurried out in 1622 when its publisher Thomas Walker, hearing of the forthcoming 'collected edition,' desired to put a little money in his purse. As is well-known this Quarto omits about 160 lines which appear in the Folio—and mostly, in the second Quarto. Mr. Hart discusses these with care and judgment. He has not himself invaded the text to any extent and we have nothing so successful as the emendation referred to above in Professor Dowden's *Cymbeline*. We note however the restoration of 'devotement' (in the sense of adoration, worship) for 'denotement' in II. iii. 328, and Mr. Hart has to be thanked for here setting right an error made in previous collations. In IV. ii. 64, to mention another crux, he believes the words 'thou young and rose-lipp'd cherubin' to be addressed to Desdemona, and consequently refuses to follow most editors in changing the 'I here' of l. 65 to 'Ay, there.' The 'new heraldry' passage of III. iv. 46, 7 is regarded as a later insertion and is interpreted as referring to the order of baronets created in 1611. The date assigned to the play is c. 1604. On the much debated question of the duration of time necessary for the action of the play Mr. Hart has some useful remarks. He quotes the ingenious 'Two Times' theory—the Short Time for maintaining the tension of the passion, the Long for a thousand general needs, but he does not attach undue importance to this department of *Othello* criticism or regard it 'as much more than an

intricate and highly instructive intellectual puzzle, to which there is probably no satisfactory solution.' We are glad to notice that the Editor knows and has made good use of Principal Macmillan's edition of this play in the *College Classics Series*, to which no doubt Professor Dowden, who is known to appreciate the series, drew his attention.

Both volumes are as sumptuous in appearance as they are scholarly in content, and the intervals at which the different plays are published makes no serious tax on the pocket of the purchaser.

Shakespeare's Othello and the Crash of Character, BY WILLIAM MILLER, C.I.E., D.D. G. A. Nateson & Co. pp. 108. Price Re. 1.

Dr. Miller's *Othello* is, as our readers will scarcely need to be told, of a different character from Mr. Hart's. It is a companion volume to his studies of *King Lear*, *Hamlet*, and *Macbeth*, and we hope the announcement that with this, the last of the four great tragedies, the little series is ended, is not true. The books have a place all to themselves in the ever-growing literature that gathers round the name of Shakespeare and Dr. Miller is so illuminating and convincing an expositor that we are not willing for him to stop at this point.

In the book before us the author does not linger long over questions of 'Introduction'—he learns, we learn in passing, to the idea that the quarto was given to the world by collaboration of its publisher and the publisher of the folio in order to whet the appetite of the public for the greater work then in preparation. Dr. Miller has sometimes been charged with attributing to Shakespeare an aim which he did not consciously have and we accordingly welcome the apologia which is offered on pages 14 and following of this work. His thesis seems to be 'Beauty is Truth, Truth Beauty' and from the idea of Shakespeare as the consummate artist he deduces the idea of Shakespeare as the Moral Teacher. We are tempted to follow the essay in detail but must forbear with an approving mention of Dr. Miller's application of the Latin proverb *Nemo repente fit turpissimus*, 'There are no sudden falls from goodness.' We give this volume like its predecessors the heartiest of welcomes to our own shelves and the warmest of commendations to the shelves of others. A course of Dr. Miller's books would be a splendid corrective to 'Shakespeare as he is—we fear too often—taught' to the Indian under-graduate.

Practical Plane and Solid Geometry for Elementary Students, BY JOSEPH HARRISON, London: Macmillan & Co., Limited, 1903. Price 2s. 6d.

It has come to be recognised that the study of practical geometry no less than that of theoretical geometry stands very much in need of reform; and the present work is an attempt to make the study of this subject more rational than it has hitherto been. Practical geometry, Mr. Harrison says, has hitherto

suffered from being regarded too exclusively from an art point of view. It has been too much a mere collection of rules to be mastered and applied by students in a more or less mechanical way, and hardly at all an instrument of education. The present work, which has been prepared to meet the requirements of the revised syllabus of the Board of Education, South Kensington, and which has the approval of Professor Perry, is an attempt to remove this reproach; and there is no doubt that in many ways it is a great improvement on most of the textbooks of practical geometry hitherto used. At the same time there are many things both in the plan and in the execution of the work to which we cannot give our full approval.

In the first place, while we are ready to admit that geometry ought not to be treated as if it had no relation to the other branches of mathematics, we doubt the expediency of introducing the young student of geometry to too many of the applications of geometry in other branches of mathematics. The objection taken to the study of the physiography as an instrument of education might be urged with considerable force against geometry as it is treated in the present work. The ideas and principles to be grasped range over too wide a field and differ too much in point of difficulty.

This leads us to remark, in the second place, that the author himself does not seem to have a very firm grasp of some of the ideas and principles which he endeavours to explain and illustrate. This is very apparent in the chapters on vectors and forces. When he speaks of a force as being a vector, and a poplar tree as not being a vector, he simply confuses the issues involved. So too, when he speaks of a displacement vector as being a 'free vector,' and a force vector as being a 'localised vector.'

Lastly, it seems to us that even if the author had a better grasp of the less elementary parts of his subject than he appears to have, he does not possess the literary ability that would enable him to present his ideas in a clear and attractive manner. His grammar is very defective, and many of his sentences are crude and awkward in construction.

Herbart and the Herbartian Theory of Education—A Criticism, BY ALEXANDER DARROCH, M.A. Longmans, Green and Co. pp. xii. 148. Price 3s. 6d. net.

This little book will perhaps be caviare to the general on account of both its subject and its price, but it will be worth the teacher's while to get hold of it. Its appearance just now is specially interesting inasmuch as Mr. Darroch has just been appointed to succeed Dr. Laurie in the chair of education in Edinburgh University. The lectures which comprise the book were delivered in that University. They are entitled

(i) The Herbartian Psychology—the fundamental presuppositions.

- (ii) Doctrines of Apperception; of Interest, of the Self.
- (iii) The Herbartian Ethic.
- (iv) The Educational method of Herbartianism.
- (v) Educational application of Herbartianism—Concentration of Studies.

Mr. Darroch tells us that 'the general nature of the theory advanced in these lectures is but an exemplification and enlargement of the contention of Mr. Haldane in his recent Gifford lectures at St. Andrews that "when you are trying to trace the genesis of the development of a child's consciousness, you are driven away from the point of view"—which is called Presentationism—and that "it is purposes or ends which organize our immediate experience and give to it its appearance of reality." The important thing for the educationalist is to become fully aware that instruction is only a means to the realisation of the various purposes or ends of life, and that it is in the controlling and directing of education with a clear and explicit knowledge of the relation of the various ends to the supreme end that the work of teaching essentially consists. It needs also to be emphasized at the present day that educational practice is explicitly, but more often implicitly, based on educational theory, and that every educational theory is founded not merely on a psychology of mental development but on some philosophical theory as to the meaning and value of human life.'

For the benefit of those of our readers who are interested in linguistics we may call attention to two books issued by Messrs. J. M. Dent and Co. One of these is *Elements of Phonetics*, (2s. 6d. net) the work of Mr. Walter Rippmann and Professor Viator. It is largely meant for teachers of French and German but students of spoken English will also find it of great value. The chapter on 'The Organs of Speech' has an independent value and those on 'The Separate Sounds of Speech' and 'Sounds in Connected Speech' will form a useful guide for any who may wish to apply the system to the Dravidian or other Indian languages. The other work is Dr. Sweet's *Practical Study of Languages* (6s. net). Its object is, first, to determine the general principles on which a rational method of learning foreign languages should be based, and then to consider the various modifications these general principles undergo in their application to different circumstances and different classes of learners. A book with such a comprehensive aim appeals to a wide circle of students, from the traveller and missionary to the dialectologist and the self-taught learner of foreign languages, and if the reader can overcome his dislike to certain obtrusive mannerisms on the part of his author he will find Dr. Sweet a safe and helpful guide. Towards traditional methods his attitude is a mean between unyielding conservatism on the one hand and reckless radicalism on the other. He would base all study of language on phonetics, but while condemning the practice of exercise-writing does not condemn translation and the use of Grammars.

The Intermediate Text-Book of English Literature, by Messrs. Wyatt and Low (W.B. Clive & Co., 6s. 6d.), formerly issued in two parts, is now published complete in one volume of over six hundred pages. The history is brought down to the year 1882. In this new form we have no doubt that the book, which is a very workmanlike production both on the historical and the critical sides, will find many new readers and, in consequence, many new admirers.

A First Latin Course, by E. H. Scott and Frank Jones (Blackie and Co., 1s. 6d.) can be frankly and fully recommended to all teachers, and they are many, in search of such a book. The work is compiled on very sound principles and has met with much appreciation in England.

Messrs. Longmans, Green and Co. have issued a book on *The Study of Mental Science*. It comprises five popular lectures (not always in popular language) on 'the uses and characteristics of Logic and Psychology,' the work of Dr. Joseph Brough, of the University College of Wales, Aberystwyth, who is well-known as one of the pioneers of Experimental Psychology in England. Those who would like to see a course of Logic made compulsory in the intermediate classes of Indian Universities will find strong arguments for their cause in the chapter on 'Mental Science as ancillary to other Studies.'

Messrs. Macmillan & Co., Ltd., have just brought out a series of four "Oriental Drawing Books" of graduated degrees of difficulty. Part I contains 24 rectangular, or arched, or fruit and leaf designs. Part II begins where the first left off, at leaves, and gives 24 pictures of varying difficulty. The price of these books is four annas each. Part III brings the pupil on to drawing birds and beasts, and Part IV is more ambitious still. These two books have each 14 designs, and their cost is three annas. Instructions to teachers and students accompany these very practical drawing-books. The designs are strung together for the greater facility of fastening each on the wall in front of the students. Small diagrams are drawn beside most of the larger ones to show how the copy is to be made. These give the determining lines for the benefit of the student, who sees the proportions of his skeleton by their help, while he carefully copies the large design.

The Web of Empire is a diary of the Imperial Tour of their Royal Highnesses the Duke and Duchess of Cornwall and York in 1901, by Sir Donald Mackenzie Wallace. An abridged edition (Macmillan & Co., 1s. 6d.) has been prepared as a school reader so that the children of Great Britain (and of India) 'may gain a graphic and up-to-date idea of some of our greater colonies.' As befits a diary the present tense is used throughout: this is not an unmixed blessing to the Indian pupil.

The Calendar (1903-4) of the Aryan Education Society's Schools, Girgaum, Bombay, is a useful little compilation intended for the use of the students of those institutions and intended to serve as a kind of School Whitaker plus diary.

Mr. S. Rajagopalachari of Madras has sent us a copy of his pamphlet on 'The Desirability of including Euclid as a subject of Study in the Lower Secondary Curriculum.' He quotes De Morgan—"There never has been, and till we see it we never shall believe there can be, a system of Geometry worthy of the name; which has any material departures (we do not speak of corrections, or extensions, or developments) from the plan laid down by Euclid"—and opposes the idea that Geometrical Drawing should take the place of Euclid.

"A Text-Book of Applied English Grammar, by E. H. Lewis (Macmillan & Co., 3s. 6d.) is now presumably complete. Part I was noticed in these columns in May 1902. Part II treats of 'Elements of the Sentence and Forms of Words.'

We have also received:

From Rivingtons—

Junior Mathematics: Arithmetic, Part I., by H. G. WILLIS, M.A. Price 1s. 4d.

From Macmillan & Co.—

Macmillan's Globe Geography Readers: Intermediate ('Our Island Home'), by VINCENT T. MURCHE. Price 1s. 6d.

A Short History of the English People, by J. R. GREEN, Parts XXIV and XXV, each 6d.

Lessons on Country Life, by A. B. M. BUCHANAN and R. R. C. GREGORY. Price 3s. 6d.

('For the use of teachers, farmers and others, but by no means for India.)

Scott's Lord of the Isles, with Introduction, Notes, and Vocabulary, by H. B. COTTERILL.

(Scott's own annotations are rightly given with some fulness. A good vocabulary keeps the philological matter distinct from the literary and historical.)

Indian Educational Notes.

MADRAS.

OFFICIAL NOTIFICATIONS.

Mr. A. S. Vaidyanatha Aiyar, B.A., Principal, Brennen College, Tellicherry, to act as Assistant Inspector of Schools, West Coast Division, during the absence of Mr. T. Somasundra Rao Pantulu on privilege leave, or until further orders.

The following appointments and promotions are sanctioned:—

Mr. Babu Sasi Bushana Palit, B.A., Sub-Assistant Inspector of Schools, Uthacole Range, in the second class, to be in the first class, with effect from 1st July, 1902, *vice* Mr. S. Selvanayagam, retired.

Mr. S. V. Melagiri Rau, Sub-Assistant Inspector of Schools, Bellary Range, in the second class, to act in the first class, with effect from the 20th October, 1902, during the absence of Mr. C. S. Swami Aiyangar on leave on medical certificate.

Mr. P. Ramanujachari, Sub-Assistant Inspector of Schools, Rajahmundry Girls' Range, in the third class, to act in the second class, with effect from 1st December, 1902, *vice* Mr. S. V. Melagiri Rau, promoted.

Mr. K. N. Visveswara Rau, B.A., 2nd Assistant, Mangalore College, and Acting Sub-Assistant Inspector of Schools, Hospet Range, in the third class, to be Sub-Assistant Inspector of the same Range in the second class, with effect from 1st December, 1902, *vice* Mr. G. S. Abboy Naidu, retired.

Mr. G. S. Raghunathachari, B.A., L.T., Acting Fourth Assistant Lecturer, Rajahmundry College (Arts Section), to be Sub-Assistant Inspector of Schools, Chingleput Range, with effect from 1st March, 1903, *vice* Mr. G. S. Abboy Naidu, retired, and to be in the third class, *vice* Mr. K. N. Visveswara Rau, B.A., promoted, but to continue in his present acting appointment.

Lieutenant-Colonel John Maitland, M.D., C.M., I.M.S., is confirmed as Principal, Medical College, Madras, with effect from 19th May, 1903, in succession to Colonel W. R. Browne, I.M.S.

Major Gerald Godfray Giffard, I.M.S., to be Professor of Surgery including Minor Surgery, Medical College, Madras, *vice* Lieutenant-Colonel John Maitland, I.M.S., but to continue to be on other duty.

Mr. M. Subrahmanyam, B.A., L.T., Sub-Assistant Inspector of Schools, acting in the Narasaraopet Range, is granted privilege leave for one month from the date of his availing himself of the same.

Mr. C. M. Sreenivasachari.—The privilege leave granted to Mr. C. M. Sreenivasachari, Sub-Assistant Inspector of Schools, Ellore Range, is extended by a month.

Mr. S. Lakshminarayana Aiyar, Headmaster, Government Training School, Nellore, is appointed to act as Sub-Assistant Inspector of Schools, Narasaraopet Range, in the Probationary Class, during the absence of Mr. M. Subrahmanyam, on privilege leave, or until further orders. To join as expeditiously as possible.

Mr. A. Rama Aiyar, First Assistant, Government Training School, Madura, is appointed from the 1st June to act as Sub-Assistant Inspector of Schools, Tindivanam Range, in the Probationary Class, during the employment of Mr. Abel Arulanandam, B.A., on other duty, or until further orders.

Captain Alfred Miller, M.B., I.M.S., to act as Professor of Chemistry, Medical College, Madras, during the absence of Lieutenant-Colonel J. L. VanGeysel, I.M.S., on leave, or until further orders.

GOVERNMENT have accepted the offer of a sum of Rs. 500 made by Mr. K. R. Ramaswami Aiyar, Calicut, for awarding an annual prize to the student of any of the Colleges or High Schools in Malabar who stands first in the Matriculation Examination.

THE S. P. G. Mission has noted with pleasure the progress made by the S.P.G. College under the principalship of Mr. H. Malim, M.A. Mr. Malim has been managing the College and Schools attached to it single-handed since the departure of the Rev. G. H. Smith to Madras, and the brilliant results at the University Examinations last year testify to his work. Now the Rev. G. H. Lamb has joined the College Mr. Malim is relieved of a part of the teaching work. Mr. Pearce's generous endowment of £520 for awarding a Gold Medal and a prize of some books to students of the College who stand first in the B.A. degree and in the F.A. and Matriculation Examinations will surely attract more students to the College and enhance its reputation.

MR. E. A. NELSON, Principal of the Madras Law College, thus sums up his Report of the year's working under the new scheme:—"Both from the academic and financial point of view, the new scheme has commenced very promisingly. The class of students who now join the College are, both socially and intellectually, of a distinctly good quality; and this in conjunction with the fact that no longer hampered with their B.A. studies and conscious of the fact that they have but one year in which to prepare for each examination, they work with a will and intelligence; and to afford them instruction is no longer a mere task. I am very glad to be able to report thus favourably on the working of the new scheme, and my thanks are due to all those who have been associated with me in its first year's trial."

The Director of Public Instruction endorses this view and states that the result reflects much credit on the Principal and his staff. The Government of Madras have recorded the Report with an expression of their opinion that the results of the year's work were very satisfactory.

DEWAN BAHADUR KRISHNASWAMY ROW, Dewan of Travancore, performed the pleasing function of inaugurating the Srimula Rama Varma Technical Institute at Nagercoil on the morning of 28th May, in the presence of an assembly comprising a few Europeans and representatives of all classes of the Maharajah's subjects of South Travancore. This Institute has been founded to commemorate the

Maharajah of Travancore's safe return from Delhi, and owes its origin to Messrs. Kesava Pillai, Dewan Peishcar, Vaikuntamier, Executive Engineer, and Ramaswamier, Inspector of Schools. The Dewan was received on arrival by the Managing Committee, and presented with an address which detailed the circumstances under which the Institute was opened.

Replying, the Dewan eulogised the labours of the promoters of the Institute in Nagercoil which was, besides being the centre of trade, the chief centre of the cotton and lace manufactures. He deplored the decline in the indigenous industries of India due to the introduction of improved machinery from Europe. He could not, he said, praise too highly the idea of naming the Institute after the Maharajah whose devotion to the cause of the advancement and prosperity of his subjects was unsurpassed. In this connection he referred to the School of Arts at Trivandrum, which was opened during the Maharajah's reign, and the annual prize of Rs. 500 offered for the best essay containing evidence of research on a scientific subject selected by the Madras University. He also mentioned His Highness's scholarships for technical studies in Europe, and the encouragement offered to technical schools of indigenous agency by a grant of 75 per cent. He concluded by wishing the Institute all prosperity.

The Dewan then opened the classes, Mr. Vaikuntamier teaching the first lesson in Engineering to students. The proceedings terminated with the singing of the Travancore National Anthem.

A LARGE number of legal practitioners and others residing in Madras have presented a memorial to H. E. the Viceroy against the recommendation of the Universities Commission that Roman Law should not be made a necessary subject in the Indian Universities. They say that such a recommendation, if carried out, would be detrimental to the cause of liberal legal education in India. The Universities Commission has failed, they say, to appreciate the value and importance of Roman Law as an instrument of knowledge and a key to international law. In the course of their petition the memorialists say:—

"The petitioners venture to submit that the Universities Commission has given a flimsy reason, viz.:—'Inasmuch as many of our Law students are ignorant of Latin, we do not recommend that Roman Law should be made a necessary subject.' The Commission have practically ignored the standard works of translation by Sanders, Ortolan and Moyle. It is a fallacy to assume that a knowledge of Latin is absolutely essential for studying Roman Law. Its study would certainly familiarise the Indian lawyer with the technicalities which pervade, and the juristic conceptions which underlie, the legal systems of nearly all Europe, and of a great part of America."

Besides serving as a great model of Jurisprudence remarkable for its lucidity, terseness and orderly arrangement and its rich store of legal and legislative expression, it is the fountain-head of the popular part of English legal dialect. A host of words and phrases such as obligation, consent, possession,

and prescription, derive their origin from Roman Law. Its study would familiarise the Indian lawyer with the principles of legal classification and analytical knowledge of legal concepts.

Considering the wide diffusion of Romanised Jurisprudence in the civilised world, and the profound influence of Roman Law on the development of English Law, and the intimate relations that subsist between the statute-law and case-law of England and the codified law of India, it is hardly possible to exaggerate the importance of Roman Law to the Indian lawyer. Its knowledge is absolutely essential for fully grasping the abstract legal conceptions which underlie all systems of law. Considering the perfection which Roman Law attained after centuries of accumulated experience and unwearied cultivation, and considering the statement of Sir Henry Maine that "texts of Roman Law have been worked at all points into the foundations of English Jurisprudence," it is neither wise nor prudent to recommend that Roman Law should not be a compulsory subject, and may safely be abolished in the legal curriculum of India."

With reference to the recent Government Order sanctioning scholarships for Hindu and Mahomedan widows, Miss Carr has now submitted a revised scheme according to which the number of scholarships in the primary classes and lower secondary forms will be increased and scholarships will be given to girls studying in upper secondary forms. The revised scheme has the support of the Director of Public Instruction and has been sanctioned by Government. Miss Carr's proposals are as follow:—

In submitting my original scheme, I had in view the central circle only, leaving it open to the Inspectresses of the Northern and Southern Circles to ask for its extension to their circles, if they should think such a course desirable. While, however, the sanction accorded extends to all the circles, I find that in the central circle alone I have already four applications for scholarship No. 2 on Rs. 5 and three for scholarship No. 3 on Rs. 6, with two guardian allowances. Such being the case even the present number of No. 2 scholarships is insufficient to meet the demand in the central circle alone, and as there will doubtless be applications in the other two circles there appears to be a necessity for an immediate increase to meet the demand.

Again I did not think that, for some years to come, there would be a demand for scholarships on behalf of any widows reading above the third form, but I have had an application from the father of a young widow of 16 years of age, who became a widow before she was 11, and who, after studying for a few years in the Presidency Training School for Mistresses passed the last lower secondary examination in English in the first class. In connection with this matter I submit copies of the father's letters of the 8th and 17th instant, respectively, and letter No. 67, dated 16th February, 1903, from the Acting Superintendent of the Presidency Training School for Mistresses. From the former it will be seen that a high caste Brahmin has, contrary

to usual custom, been allowing his young widowed daughter to continue her education in a public school and that it is his intention to give her the highest general education possible before having her trained as a teacher. It will also be seen from the Superintendent's letter that the character, conduct and attainments of the widow are exceedingly good. Taking into consideration the great need of well-educated Hindu teachers and the fact that more similar instances may exist now or will occur in the near future, there appears to me to be a necessity for an immediate extension of the scheme as well as for an increase in the number of scholarships.

I therefore beg to recommend the following revised and extended scheme:—

- (1) Nine scholarships of Rs. 4 per mensem tenable for one year to enable Hindu or Mahomedan widows to read in the third standard or class of any recognised school.
- (2) Nine scholarships of Rs. 5 per mensem tenable for one year to enable Hindu or Mahomedan widows to read in the fourth standard or class of any recognised school.
- (3) Nine scholarships of Rs. 6 per mensem tenable for one year to enable Hindu or Mahomedan widows to read in the first form of any recognised school.
- (4) Nine scholarships of Rs. 7 per mensem tenable for one year to enable Hindu or Mahomedan widows to read in the second form of any recognised school.
- (5) Nine scholarships of Rs. 8 per mensem tenable for one year to enable Hindu or Mahomedan widows to read in the third form of any recognised school.
- (6) Eighteen guardian allowances of Rs. 5 per mensem tenable for one year to supplement scholarships 3, 4 and 5 to enable Hindu or Mahomedan widows to study in places other than their native towns or villages when the schools in their native towns or villages do not contain the required forms.
- (7) Six scholarships of Rs. 10 per mensem tenable for one year to enable Hindu or Mahomedan widows to read in the fourth form of any recognised school.
- (8) Six scholarships of Rs. 11 per mensem tenable for one year to enable Hindu or Mahomedan widows to read in the fifth form of any recognised school.
- (9) Six scholarships of Rs. 12 per mensem tenable for one year to enable Hindu or Mahomedan widows to read in the sixth form of any recognised school.
- (10) Twelve guardian allowances of Rs. 6 per mensem tenable for one year to supplement scholarships 7, 8 and 9 to enable Hindu or Mahomedan widows to study in places other than their native towns or villages when the schools in their native towns or villages do not contain the required forms.

BOMBAY.

THE services of Mr. C. W. Waddington, Principal of the Rajkumar College, Rajkot, were placed at the disposal of the Government of India with effect from the 3rd March for employment Principal of the Mayo College in Ajmere.

THE election by the Senate of a Fellow of the Bombay University, to be recommended to His Excellency the Governor of Bombay for nomination as an Additional Member of his Council for making Laws and Regulations only, took place in the Sir Cowasji Jahanghier Hall of the University on Monday, the 15th June. The candidates nominated were Mr. Chamanlal H. Setalvad, B.A., LL.B., Dr. Temulji Bhikaji Nariman, L.M., and Mr. Kallabhai Lallubhai; of whom the first named was elected.

MR. JEHANGIR BOMANJEE PETIT delivered on the 29th May, in the Bomanjee Petit Library, Mahableshwar, a lecture on Education of the Blind. It was proposed by Mr. Paig, and seconded by Mr. Moses that the Hon'ble Mr. E. M. Fulton should preside. The Chairman introduced the lecturer with appropriate words, with a view of popularizing the new Victoria Memorial School for the Blind recently started in Bombay, which is doing excellent work, and deserves public support. Mr. Jehangir illustrated his lecture with several specimens of articles done by the blind in Bombay and Ahmedabad. He cited examples of European blind who could work in various useful articles, exhorting his countrymen to support the Bombay Institution.

THE distribution of school prizes and the bi-annual Sale of Work was held in the High School, Panchgani, on the afternoons of Friday and Saturday, 22nd and 23rd May.

Mrs. MacArthur who, with the Bishop, has always taken a keen interest in the school, had kindly promised to come over from Mahableshwar to distribute the prizes, but she was unfortunately prevented by a violent storm which broke over the whole district and continued with almost unabated severity for several days. The prize-giving was postponed until the second day in the vain hope that the weather would be more propitious. Much disappointment was felt, but in the unavoidable absence of Mrs. MacArthur, Mrs. Fearn, the wife of the station superintendent, gave away the prizes. The Rev. R. Heywood, Secretary of the Society, and of the Boys' School, presided, and Major Fearn made a few remarks concerning the new buildings soon to be erected as a separate Boys' Department. The Rev. C. Williams read the report.

THE following Resolution was issued on the 3rd June by the Government of Bombay Education Department:—It has been represented to the Governor in Council that in spite of all that has been done of late years to improve the accommodation available for the public primary schools in the City of Bombay, there is still need of a comprehensive scheme of operations and large expenditure before these institutions can be properly housed. The best means of supplying this want should therefore be considered as early as possible by a Committee under the presidency of the Director of Public Instruction, to which the Corporation, the Improvement Trust and the Joint Schools' Committee should each be invited to appoint one member. The Gov-

ernor in Council does not desire to limit the Committee to the consideration of any particular scheme, but he would be glad to have their advice upon the question whether the Improvement Trust Act should be amended in such a way as to empower the Trustees to provide accommodation for public primary schools in the same manner as they do for the Police force of the City under Section 38-40 of their Act.

THE nineteenth annual gathering of the past and present students of the Sangli High School was held on Sunday, the 17th May, in Ganpati's Bag at Sangli. The day opened with athletic and gymnastic competitions, for which prizes were offered by the popular Administrator of the State, Rao Bahadur A. B. Desai, and one or two other gentlemen. The competitions proved very interesting, and the spectators were engaged very pleasantly for a couple of hours near the High School Maidan where the competitions took place. About nine o'clock the students repaired to Ganpati's Bag to partake of refreshments, and at 1 p.m., dinner was served. After the speech-making competition prizes were distributed. The report of the eighteenth gathering was then read and adopted. Then came the most interesting event on the programme of the day—a lecture on "Shri Ramdas," by Mr. S. S. Deva, B.A., LL.B., of Dhulia, Mr. G. B. Modak, B.A., of the Berar Educational Department presiding. Mr. Deva is a prominent member of the bar at Dhulia, and he treated his subject very ably. After giving a rough outline of Ramdas' life, Mr. Deva referred chiefly to the political career of Ramdas, his stay at Chafal, at Sajjangad, his meeting with Shivaji, his preachings, and the like. Some extraordinary doings of the great saint were also explained away, and in the end an earnest appeal was made by the lecturer to his audience to read Ramdas' "Dashodha" at least, and a vote of thanks to the President, brought the gathering to a close.

MR. G. CARMICHAEL, Collector, Panchmahals, and Political Agent, Rewakantha, performed an interesting ceremony in the Central Hall of the Telang High School, Godhra, on the 28th April. The meeting on the occasion was largely attended.

Mr. K. R. Nanjiani, Headmaster, Telang High School, in the course of his address, explained to the audience why the school was called after the late Justice Telang, and how strenuously Dr. J. Pollen had worked to bring into existence the present High School. The speaker touched on the brilliant collegiate career of the late Judge. Finally in his double capacity as Honorary Secretary, Telang Memorial Committee, and Headmaster, Telang High School, he requested the President to unveil the portrait of one who might justly be styled a truly great and good man. Mr. Carmichael spoke as follows:—

It gives me very great pleasure to take part in the ceremony which has brought us here to-day. As you are all aware, our High School of which we are so justly proud is styled the Telang High School in

memory of the Honourable Justice Kashinath Trim-bak Telang. His portrait which is to be unveiled to-day has been presented to the school by his son. The appropriateness of the gift will at once be recognised by every one, and on behalf of all those who are interested in the success of our High School, I thank the donor for the wise and kindly thought who prompted his action. The picture will form a notable addition to the portraits that adorn the walls of this building. How Mr. Justice Telang's name came to be associated with the Godhra High School, Mr. Nanjiani, who was one of the original promoters of the scheme, has described. What strikes me is that it is a wonderful instance of the influence of a strenuous life, an apt illustration of the truth that the good men do, lives after them. It is curious to reflect that though Mr. Telang was in no way directly connected with our district, yet had it not been for the influence of his personality we might have waited for years before we got our High School. It was not that a High School was not needed, but the means for providing one were not forthcoming until Dr. Pollen, whose portrait is another of the school's treasures, ably assisted by Mr. Nanjiani, skilfully employed the magic of Mr. Telang's name and conjured forth the handsome subscription which at once made it possible to complete the scheme. In the same way and with, to some extent, the same means we expect the Headmaster to produce from our school-boys who will ultimately rival the position attained by Mr. Telang. The example of Mr. Telang's life should be for the boys of this school a perpetual stimulus to make full use of their opportunities and of the means of education here provided. This portrait will ever bring that example home to them in a concrete way much better than any precepts, but they must learn to associate with it a thought of the infinite pains and trouble the young Telang took to prepare himself for his career, to store his mind with knowledge, to train his faculties, and to develop his character. He was, it is true, exceptionally gifted. Born in 1850 he was only 14 when he matriculated, 17 when he took the B.A. degree, and at 19 became an LL.B. It is difficult to realize how much perseverance and industry is implied by these achievements. But this was only the beginning of his life, the preparation for the work he had to do. He continued his studies obtaining first the junior and then the senior Dakshina fellowship, and then after a short period spent as a teacher he took up the practice of law and at once made his mark. In the short time of 20 years after closing his college career, when he was only 39 years of age, he was made a judge of the High Court. The crowning point of his career was reached when he was selected for the Vice-Chancellorship of the University. His success was not due to any influence or position, but was won simply and solely by his own industry and by the honour and respect which his sterling character evoked. He was cut off in his prime when he was only 43 and when there still seemed to be much useful work for him to do in this world. It is sometimes said that there were giants in the world in those days and that such men as Telang are not

produced now. This is the verdict of old fogies. You with the world before you will not for a moment endorse it. The opportunities are still as good as ever. I hope and believe that they are better. The material has not deteriorated, and what is needed is industry coupled with a high ideal of what an educated man should be and do, industry to acquire knowledge and to train and exercise the faculties and the ideal to mould the character, to create a persevering spirit, and to instil in the heart a love for all that is just and true and honest. These are the main objects of education, and they are within the reach of every boy in this school. Let us trust that the brilliant example of the man whose name is associated with our school will never be forgotten.

The annual prize-giving to the successful boys of the Telang High School was held on the 29th April, Mr. G. Carmichael, the Collector, Panchmahals, presiding. The proceedings were commenced by an address from the Headmaster who, after referring to the work of the year, expressed his gratitude to the several European officers; Dr. Pollen to whom the school owed its very existence, Messrs. Cadell, Rendell and Rothfeld, who had evinced a keen interest in the welfare of the school, and whose sympathy had taken the form of substantial aid in the shape of handsome donations or prizes. He then thanked the native gentlemen who had volunteered to defray the expenses of the day's ceremony. Thanks to the President for his presence amidst his many and multifarious duties concluded the Headmaster's address.

Recitations in English, Sanskrit, Persian, and Gujarati followed, among which was a song of welcome, composed specially for the occasion. The next item of the programme was drill.

After distributing the prizes, the President in the course of his speech said that it afforded him very great pleasure to be present at the prize distribution, and that he was happy to say that under Mr. Nanjiani's Headmastership the Institution had shown an unusually good record of work. He congratulated the Headmaster and his staff on the success achieved by them: He was favourably impressed with the faultless accent and good pronunciation of the reciters, whom he complimented, as he did also the Headmaster. He wished the school continued success and ever increasing prosperity. After the President was garlanded by Mr. Nanjiani, the usual distribution of bouquets and pansupari closed the proceedings of the morning. Sweetmeats were distributed to the boys of the school on the following day.

BENGAL.

OFFICIAL NOTIFICATIONS.

IN modification of the 10th March 1903, Mr. A. Pedler, F.R.S., C.I.E., Director of Public Instruction, Bengal, is allowed leave for three months.

Babu Muralydhara Banerjee is appointed to be a Professor in the Sanskrit College vice Babu Bireswar Chatterjee, about to retire.

Babu Bijay Gopal Mukerjee is appointed to be a Professor in the Ravenshaw College, Cuttack, vice Babu Muralydhara Banerjee.

Babu Rakhal Das Ghosh, M.A., is appointed to be a Professor in the Rajshahi College vice Babu Bijay Gopal Mukerjee.

Babu Bijay Gopal Mukerjee is appointed to act as a Professor in the Presidency College, during the absence, on deputation, of Mr. A. J. Edwards.

Captain A. C. MacGilchrist, I.M.S., is appointed to act as Professor of Comparative Anatomy and Zoology, Medical College, Calcutta, during the absence, on leave, of Major A. W. Alcock, I.M.S.

Mr. A. C. Edwards, Principal of the Presidency College, is appointed to act as Director of Public Instruction, Bengal.

This cancels the order of 10th March, 1903, appointing Mr. J. S. Slater, Principal of the Civil Engineering College, Sibpur, to act as Director of Public Instruction, Bengal.

Dr. Prasanna Kumar Ray, Professor in the Presidency College, is appointed to act as Principal of the Presidency College.

Mr. C. Russell, Professor in the Presidency College, is appointed to act as Principal of the Dacca College.

Babu Ram Das Bhattacharjee, M.A., is appointed to act as a Professor in the Ravenshaw College, Cuttack, during the absence, on deputation, of Babu Bijay Gopal Mukerjee.

Mr. E. Pedler, who was appointed to be Superintendent of the Hazaribagh Reformatory School, is allowed leave for thirty-seven days.

THE Research scholars named in the following list have been re-elected to hold their scholarships of Rs. 100 per mensem, with effect from the date and for the period noted against each:—

Babu Ramendra Nath Ghose, M.A., Physics, Presidency College, one year from 1st March, 1903.

Babu Phanindra Lal Ganguli, M.A., Astronomy, Presidency College, one year from 1st April, 1903.

Babu Ganga Mohon Laskar, M.A., Palaeography and Epigraphy, Sanskrit College, one year from 1st April, 1903.

Babu Baidya Nath Saha, M.A., Petrological Researches, Geological Survey Office, one year from 1st March, 1903.

Babu Surendra Nath Maitra, M.A., Researches in Experimental Physics with special reference to Magnetic Induction and Diamagnetism, Presidency College, one year from 1st April, 1903.

Maulvi Abdul Khair Muhamad Ishaque, M.A., Researches in Philology and History with special reference to the growth of the Persian language and the influence of Greek and Roman models on Persian poetry, Khoda Bux Khan's Library, Bankipur, six months from 1st April, 1903.

MR. EDWARDS, officiating Director of Public Instruction, has been appointed a member of the Syndicate in place of Babu Kali Charan Bannerjee who, on his being appointed Registrar of the Calcutta University, has resigned his seat on the Syndicate.

RAI BIRESWAR CHAKRAVARTI BAHADUR, late of the Bengal Education Department, died at his residence in Gridih, on the 10th May. He was born in 1841 and, after being educated in the Hughly College, entered the service of Government as a teacher in 1859. He was appointed Deputy Inspector of Schools, Chota Nagpur, in 1867, and became Assistant Inspector of the division in 1881.

A RECENT *Gazette of India* publishes the Entrance and the F.A. results. The successful candidates at the Entrance Examination numbered 3,261, of whom 601 were placed in the first division, 1,248 in the second division and 1,412 in the third division; while those at the F.A. Examination numbered 1,320, of whom 97 were placed in the first division, 382 in the second division and 841 in the third division.

SPECIAL Commercial Classes will be opened in the Presidency College, Calcutta, in June next for those students who have passed the Final School Examination in the "C" Course. Applications for admission should be sent to the Principal on or before the 20th May, 1903. The subjects to be taught in these classes will be:—(1) English (modern) and especially English correspondence including commercial correspondence and letter drafting and precis writing. (2) Mathematics. (3) Elementary Science (Chemistry and Physics). (4) Physiography. (5) Commercial History and Geography. (6) Drawing. (7) Penmanship. (8) Book-keeping. (9) Type-writing. (10) Short-hand. The text-books for these subjects will be prescribed by the lecturers in the respective subjects. The admission and tuition fees in these classes will be the same as for students of the Presidency College reading for the F.A. Examination. The course of instruction will last for two years and the examination at the end of this course will be held by Government to be equivalent to the F.A. Examination of the Calcutta University.

A SOMEWHAT significant fact in connection with Anglo-Indian and Eurasian education in Calcutta is the fact that a large number of boys now being educated in what are known as European schools are pure Asiatics. In some institutions in Calcutta the percentage is as large as 30. It is this strange fact which accounts for the remarks of Inspectors who write that numbers of boys in the Calcutta European schools enter without any knowledge of English. It is not suggested that the native lads enter on false pretences. They do not deny their parentage. The schools, we believe, are bound to entertain any boy who is willing to pay the fees. Nor are native parents to be blamed for taking advantage of every educational opportunity that offers. The Burmese have made exceptional use of Calcutta facilities, and Burmese boys are to be found in numbers in every large European school. For Burma, Calcutta is the educational Mecca, but the Burmese have a reluctance to enter Bengali institutions. In the meanwhile, it is to be feared,

says the *Englishman*, that Calcutta Eurasians themselves in the mass are neglecting the education of their children, who are put out to earn their own living at an age when the better class native is still studying.

UNITED PROVINCES AND PUNJAB.

We understand that Mr. Shiv Dayal, Assistant Inspector of Schools, Lahore, is appointed Personal Assistant to Mr. Orange, Director-General of Education.

A WELCOME change has been made by the Government of the United Provinces in prescribing Hindustani as the language which should be used in primary education in those Provinces.

At the instance of Sir Charles Rivaz enquiries have been made by the Punjab Educational Department as to the precautions taken against fire in boarding schools. From the replies received it appears that in one or two cases some arrangements have been made, but on the whole the precautions are most inadequate, and it is proposed to frame compulsory rules for Aided Schools.

SIRDAR DHULIP SINGH, whose name stands first in the list of the recent B.A. Examination of the Punjab University, is a son of the Hon'ble Sir Harnam Singh of Kapurthalla. He not only got the first place, but gained a greater number of marks than has ever been recorded in this examination before, and it is probable that he will now be sent on to Cambridge.

THE results of the higher Punjab University examinations have been lately published. Fourteen candidates have blossomed into M.A.'s, and of these five come from the Forman Christian College at Lahore, which thus fully supports the reputation it has been acquiring under the Principalship of Dr. J. C. R. Ewing as one of the best Colleges in the whole of India. A Christian student from the Forman College, Babu Dhulip Singh, also heads the B.A. list, thus winning a Government Scholarship of Rs. 25 a month and the Fuller Exhibition of Rs. 30 a month. Only two candidates passed for the degree of Bachelor of Science; and as an indication of the present vogue of Oriental studies, which the Punjab University was originally intended to foster, it may be added that a solitary student passed the M.A. in Arabic.

MR. T. MORISON writes to the *Punjab Observer*:—With regard to the scheme for female education which appeared above my name, I desire to correct a small misunderstanding which has not unnaturally arisen. I did not desire to have a girls' school in Aligarh; it would be quite the most unsuitable centre in India to choose. Neither had I any intention of taking a share in the direction of it, my own

work being more than sufficient to absorb all my energies. Had any desire for such an education been shown, I could have initiated a system which would probably have satisfied Mussalman parents and imparted a good training to Mussalman girls, but I could not have attempted the direct management of it. Any such system for higher education is not in opposition, but in addition to that vastly more important question of elementary and secondary education for Mahomedan girls, which still awaits solution at the hands of public-spirited workers in the Mahomedan community, and which will absorb the energy of a life-time.

ASSAM AND BURMA.

Babu Narendra Nath Ray, M.A., is appointed temporarily as Professor of English Literature in the Cotton College, Gauhati.

Babu Ram Kumar Aditya, Sub-Deputy Collector, is transferred from the Rohatashil (abolished) in Kamrup to Gauhati.

Babu Haran Chandra Das Gupta, Deputy Inspector of Schools, Central Assam Division, is transferred to Sibsaagar and appointed Deputy Inspector of Schools, Upper Assam Division.

Srijut Kesav Nath Phukan, Deputy Inspector of Schools, Upper Assam Division, is transferred to Tezpur, and appointed Deputy Inspector of Schools, Central Assam Division.

Babu Padma Nath Bhattacharjya, Bidyabinod, Deputy Inspector of Schools, 3rd grade, Sylhet, is placed on special duty in the office of the Director of Public Instruction, Assam.

Babu Kali Narayan Das, Sub-Inspector of Schools, Habiganj, is appointed to officiate as Deputy Inspector of Schools, Sylhet, in the 4th grade of Deputy Inspectors.

THE following is a copy of a note by Mr. A. S. Fleming, the late Commissioner of Tenasserim, on Maung Pe Gyi's School at Moulmein:—

In May, 1901, Maung Pe Gyi, a teacher who had lost his eyesight by an accident, started a school in Moulmein for blind boys. The Director of Public Instruction gave a Government grant of Rs. 50 per mensem to him as teacher and under the Educational Code each boy who passes receives a grant of Rs. 8 from Government. An equipment grant of Rs. 200 was also made from Government funds at the opening of the school. Maung Pe Gyi makes books for the use of the blind on a system approved by the Educational Department, and instructs the boys in reading, writing in the blind raised alphabet, singing, arithmetic and work in cane and bamboo. House rent and servants cost about Rs. 70 a month, and each boy's board costs about Rs. 6 a month.

A local Committee was organised to collect subscriptions and assist Maung Pe Gyi in the working of the school. Owing principally to the energetic help of Miss Haswell a considerable sum has been raised by subscriptions and the present list brings

in about Rs. 240 a month. The house which the Committee have rented will provide accommodation for about 20 boys. There are at present eight boys in the school who are reported by the Educational Department to be making satisfactory progress. As Maung Pe Gyi is himself blind, it is impossible to largely extend the usefulness of the institution unless an efficient Superintendent can be provided.

THE District Judge of Moulmein addressing a High School prize-giving the other day said: "I fear that you are often the worst enemies of your own sons. It seems to me that you simply indulge them in anything they want and let them do just as they like. You give them gold watches and chains, dress them in English clothes, give them bicycles and gharries to take them to school and back, and sometimes send servants to carry their books. In addition to making them ridiculous you thus give them an exalted opinion of themselves which they afterwards never lose. The consequence is that when they go into the world they will submit to no control, but think they can continue to do just as they like and can never be relied on to stay in any post or carry out any instructions. But worse, than this, you do not teach them honesty or truthfulness: if they tell you lies you do not punish them, but pass it over, and so they think it is of little importance. If you flogged them soundly on every occasion they told you untruths, they would grow up steady and reliable instead of being, as at present, utterly untrustworthy."

General Notes.

A DRAFT Bill to legalise the Tata endowment and proposed Indian Research Institute is ready, and an early opportunity will be taken to introduce it in the Council.

As considerable misapprehension exists, the Government of India have informed applicants for admission to the Imperial Cadet Corps that this admission is only made after nomination by local Governments or the Principals of the Rajkumar College, Rajkot; the Aitchison's Chief's College, Lahore; the Mayo College, Ajmere; or the Daly College, Indore.

As a result of the enquiry instituted by the Viceroy into the constitution of the Chiefs' Colleges in India, it is intended, so far as the Aitchison Chiefs' College, Lahore, is concerned, to abolish the office of Governor, which is regarded as an undesirable drag upon the office of Principal, and to strengthen materially the staff of the college. The proposed changes will probably be brought into existence about the end of the year.

PROFESSOR S. H. BUTCHER, the translator (with Mr. Andrew Lang) of the *Odyssey*, announces his retirement from the Chair of Greek at Edinburgh University, in which he succeeded Professor Blackie in 1882.

PROFESSOR CATTELL, of Columbia University, has taken the four principal encyclopædias in the world, English, American, French, and German, and made out a list of the one thousand famous men and women who are given the most space. As a result of his labours, he has found that Napoleon heads the list, Shakespeare comes second, Mahomet third, and Voltaire fourth. George Washington, the first American in the list, is number nineteen.

ELEMENTARY Teaching or Secondary Teaching? Lady readers who are hesitating which career to adopt may be interested in a contemporary's enumeration of the advantages of the former over the latter. (1) The training is far cheaper. (2) The salary for the average girl is quite as good, if not better, and the expenses are less. (3) Further, there is the attraction of a pension. The elementary teacher is even now certain to retire with £40 a year. (4) The "elementary" profession is so understocked that not only has a mistress much more choice, but she has no fear of being superseded at early middle life. The High School assistant teacher, on the other hand, is "too old at forty." (5) Another important point in favour of the elementary teacher is that marriage need not necessarily end her teaching career.

THE two problems of school-room decoration are the space to be filled and the method of filling it. No decoration, however, should be undertaken apart from the purpose of educating the child. In fact, the pictures should be such as may become a part of the life possession of the child. In the primary school building pictures should be selected showing maternal love and family affection, children and their games, animals, Madonnas, birds, and flowers. In the higher grades use can be made of prints of old masters, portraits of the nation's founders, and historical and allegorical scenes. For high schools there are in addition many reproductions of architectural subjects and pictures by old masters. Each picture must be so hung that its beauty shall be emphasised. As reasonable consideration should be given to the decoration of the school as to its equipment in other directions. It is a good rule to regard pictures as not worth putting up in any form which are not worth proper framing.—*Dr. James F. Hancy in the "School Journal."*

No fortuitous grouping of atoms, Lord Kelvin averred in a recent speech at University College, London, can have produced the marvellous phenomena of life. A crystal may arise through definite atomic attractions and repulsions, but with regard to the cells of which animals and plants are formed the case is entirely different. "While 'fortuitous concourse of atoms' is not an inappropriate description of the formation of a crystal, it is utterly absurd in respect to the coming into existence, or the growth, or the continuation of the molecular combinations presented in the bodies of living things.

"Here scientific thought is compelled to accept the idea of creative power. Forty years ago I asked

Liebig, walking somewhere in the country, if he believed that the grass and flowers which we saw around us grew by mere chemical forces. He answered, 'No, no more than I could believe that a book of botany describing them could grow by mere chemical forces.' Every action of human free will is a miracle to physical and chemical and mathematical science."

WE take the following from a Teachers' Guild paper by the headmaster of Middlesborough High School: "The teacher's position is that of a benevolent despot giving to his subjects blessings which they cannot yet appreciate, and it is in virtue of this fact that the master has the right to punish, to insist on the proper preparation of lessons, and to enforce the observance of rules of form discipline. But he should be also an example of courtesy and consideration, and his actions should tend to make his boys honour 'the grand old name of gentleman.' And here we get the cardinal rule, 'always treat your boys as gentlemen,' and insist, in return, on courteous treatment from them. Closely connected with this is the question of dignity, the neglect of which impairs the work of many an excellent teacher. Bad temper, for example, to put it on somewhat low grounds, is undignified, and a man who cannot keep his temper is not fit to keep a school. The practice of calling boys names is not only highly undignified but quite unnecessary, for general chaff is an infinitely better weapon. And in this connection I venture to whisper a hint as to neatness of appearance and dress. Everything the master does influences his boys, and I read not long ago of a master who greatly weakened his influence over his boys by wearing a waistcoat that was voted 'bad form' by his youthful critics."

IN the twentieth century the college man is, more than ever before, the leader of the world. Mind leads the world; mind ultimately is the ruler of the world. That mind leads the world which is not simply developed into maximum intellectual perfection; it is that mind which, perfected and strengthened and given symmetry and vigour, is also made most thoroughly at one with the world. It is not enough that the man shall be a great scholar or the greatest of scholars; nor is it enough that he shall represent the highest culture and possess the most vigorous brain; nor can learning, even learning united with wisdom and culture, however magnificent the whole in union, give leadership in this world. A primary requisite of leadership is close and strong connection with the world to be led. This union being assured, the true leader gains and holds his leadership by the exercise, in unrivalled power and with unequalled tact and judgment, of those talents which have been reinforced by the no less indispensable learning and culture and wisdom; these united confer leadership. Ultimately, also, it must be remembered, that the greatest mind can never lead if apart from the world and out of touch with those who are to be led. Any man of good sense and rich in humanity, even though un-

learned and without extraordinary genius, will sooner acquire leadership than the wisest and greatest man of genius the world at the time possesses, lacking this firm hold upon those who should follow.—Prof. R. H. Thurston, of Cornell University, in the "Educational Monthly."

THE Royal Asiatic Society held its Anniversary Meeting on Tuesday, the 12th May. The Annual Report showed a larger membership and income than in any year since the foundation of the society in 1834.

The President, Lord Reay, said that during the year the University of London had accepted the scheme for examinations in Oriental subjects drawn up by the Board of Oriental Studies, of which Board the Secretary of the Society, Professor Rhys Davids, was the Honorary Secretary. Under this scheme students could now take the higher degrees, from B.A. upwards, in Oriental subjects alone. In the British Academy, established during the year, they now had a corporate body representative of all those studies that concerned man (as distinguished from the study of organic and inorganic nature), the studies which, in the excellent old Scottish phraseology, were called the Humanities. The Royal Asiatic Society had had a large share in the institution and successful launching of the academy. The International Union of Academies was now engaged in a project for a great dictionary of Islam, and on the Committee undertaking the work the British Academy was represented by a distinguished Member of the Council of the Society, Professor E. G. Browne. At the last Meeting, at Hamburg, of the International Congress of Orientalists the office of this society had been selected as the permanent bureau of such congresses. The series of Oriental translation volumes inaugurated by the society was progressing. The series of monographs recently set on foot was a further step in advance, and now the society was establishing a special journal to deal with the Far East.

The adoption of the Report, moved by Dr. Thurston and seconded by Mr. Irwine, was carried unanimously.

IN the May number of the anthropological journal "Man," Mr. John Gray, B.Sc., one of the more active and keen-sighted of our rising anthropologists, gives an interesting account of measurements he took of the Indian Coronation Contingent, at Hampton Court, with map and diagram. Three measurements were made on each person—maximum length and breadth of head, and stature; "in hardly any case did the men refuse to be measured." The stature measurement has little ethnic value, being largely vitiated by military selection.

An interesting result brought out by the chart is the fact that the Tamil and the Himalyan (Gurkhas and Garhwals) heads are almost exactly alike. This points to the hypothesis that when the Aryans entered India at the N. W., they acted like a wedge and pushed part of the pre-Aryan races on to the slopes of the Himalayas and part into the Deccan.

The people on the west coast and in the centre of the Deccan—namely, the Moplahs, Mahrattas, and Hyderabad Contingent—differ considerably from the Tamils of the East Coast. Their heads are considerably shorter. This points to admixture of the Dravidians with some Mongolian element. There is a tradition that the Moplahs are descended from Arab traders, but the measurements indicate that the immigrants were Turkish, or of some other Mongolian element, probably from Persia or Baluchistan.

Were the Dravidians the aboriginal inhabitants of India, or are there any indications of a still more primitive type? I think we find this indication in the Veddas of Ceylon. . . .

The Baluchis on the N.-W. frontier differ "in toto" from all the true Indian races. They are evidently closely allied to the hyper-brachycephalic type found in Central Asia. . . . The presence of the Baluchis on the N.-W. frontier of India may be the result of the Scythic invasion of the second century B.C.

These are specimens of the results, but obviously a wider basis is needed for conclusive inferences. Mr. Gray acknowledges the kindly helpfulness of Mr. Bomanji, who acted as interpreter in the Indian camp.

DURING the past year an Imperial Japanese ordinance enabled the city, town, and village elementary schools to take more prompt measures to improve their equipments, and some of them, we learn from *Engineering*, have already received their respective share of advantages. The position and salaries of the teachers have been improved, the courses of study have been adapted to the practical purposes of life, and more complete arrangements have been made for enforcing the attendance of children at school, and for assisting the diffusion of general education. Special attention is now being paid to hygienic conditions and to physical training, so that all the questions which are being discussed in this country are receiving attention in Japan. Secondary and technical education has been made more complete, and the Minister of Education remarks that the people generally have begun to attach more and more importance to education; and now, instead of complaining about their heavy burdens, they seem to contribute more willingly towards the funds for educational purposes. Consequently education prospers throughout the country, and the year under review has witnessed marked progress, the percentage of children of school age receiving the prescribed course of instruction being 90.35 (boys) and 71.75 (girls). The number of elementary schools was 23,583 of main departments, and 3,323 of branch departments, the total number being 26,856. The number of teachers was 92,899, of children 4,683,598, of those who had completed the prescribed course of instruction, 745,805, and of those admitted during the year, 1,373,665; while the percentage of daily attendance was 84.61.

It is of interest to note that Mr. G. T. Walker, who has come out to India to succeed Sir John Elliot

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as Meteorological Reporter in December next, has a distinguished record, though still only in his 35th year. Commencing his career as a Senior Wrangler, Mr. Walker, says the *Pioneer*, turned to science and made his debut by reading a memoir before the Royal Society at the age of 23 on "Repulsion and Rotation produced by alternating Electric Currents." In early days Mr. Walker became interested in the fascinating problem of the boomerang, which weapon he learnt to use with great expertness. He also made a collection of those curious primitive stone implements known as "celts" and discovered in them unsuspected dynamical properties. His memoir read before the Royal Society on the dynamics of the boomerang excited scientific attention throughout Europe, and led to his further discussion of the subject in the *Physikalische Zeitschrift*. These studies were, however, relatively in the nature of mere pastimes. Mr. Walker's serious work was concerned with the investigation of the mathematical theory of electricity and magnetism, and specifically he tackled two problems of extraordinary difficulty, one the theory of the aberration of light and the other the dynamical relations between ether and matter, the latter including a discussion of the influence of the Earth's motion on optical phenomena. More lately he has developed these investigations in a memoir "Some Problems in Electric Convention." Because of the analogy between hydrodynamic and electrical theory, the belief of those qualified to judge is that Mr. Walker will be in a position in India to make important contributions to the theoretical mechanics of the Earth's atmosphere, now that his attention is to be devoted to meteorological problems. For ordinary people it will doubtless be enough if Mr. Walker should be able to produce a monsoon forecast that the Government of India will not need to secrete in "confidential" archives.

THE Hindu Educational Mission, which has for its object the preservation of Hindu national ideals and character, maintains in Madras a Primary School called the Arya Patasala, an experimental school for the education of Hindu boys and girls. At the Annual Meeting and Distribution of Prizes recently, Dewan Bahadur M. Audinaraniah, a retired Deputy Commissioner of Mysore, who presided, made the following interesting remarks on the subject of Female Education:—

We are often found fault with for not realising the importance of female education. I think that much of the hesitation and lukewarmness of our people in this respect is due to the unsettled state of opinion in the community as to the aims, the limits and methods of the instruction to be imparted. The question is also complicated by the customs of some of the communities, as the proper age for marriage. The old Hindu ideal in practice was not a literary ideal. It simply aimed at moral instruction and at turning out the girls to be good housewives. The instruction, such as it was, was imparted altogether at home and under the supervision of the mother or such other near relative as took an interest in the

girls. The moral instruction was conveyed through songs which were themselves popular and easily understood versions of those perennial stores of moral truths, the *Ramayana* and the *Mahabharata*. The duties of a housewife were learnt by apprenticeship at the hearth and in the nursery. Whatever may have been the great heights of learning reached by exceptionally talented Hindu women in the past, systematic education of the females does not appear to have been a prominent feature of the social economy of India in the more recent past. We owe to the old primitive method of instruction the saintly mothers, sisters and wives of our households; but we feel the old tradition is dying out and we realise that it is becoming unequal to the larger duties which we expect of our womankind. The impact with the civilisation of the West has introduced new conditions of life for us. New aims and larger vistas of activity are opened to us. In the fancied security of the self-sufficient communities of the past, where every interest was allotted its definite place under religious sanction and was freed from the dread of competition, our virtues were satisfied if they sought

their fulfilment within the limits of the household or the community. Now, however, our virtues have need to travel further afield to seek their fulfilment. In the more trying conditions of life to which we have succeeded we feel the need for help from our women in a larger measure. In their interests also we feel that many of the beauties and pleasures of life are shut out from them because they have not been educated to appreciate them. We do realise the need for greater help from our females not only in the household and as regards the proper bringing up of children, but also as members of a large undifferentiated nation. Economic questions, questions of social reform, and questions of social etiquette, all need the help of women for their solution. Our struggle with them at present is like the battle waged by a man with one of his hands tied behind him. We thus feel the need for a large measure of education for our women, but have not yet reached definite ideas as to the lines and methods of such instruction. I am not without hope, however, that from all this ferment we shall soon reach a solution of the question. This school is a small experiment in that direction and I wish it every success.

University of Madras.

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All contributions, books for review, &c., should be addressed to the Editor, Central College, Bangalore. 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.

It is a healthy sign that the Director of Public Instruction in Madras 'cannot rest,' as Dr. Clifford said about Mr. Balfour. At his invitation a number of official and non-official gentlemen have just participated in a Conference to consider what steps can be

taken to improve the state of primary education in what is at any rate in this respect a 'benighted' Presidency, though even here the opprobrious epithet is not to be regarded as relative to the other presidencies.

Every one will agree that the present condition of things, to which we made some reference in these notes last month, is far from satisfactory, both as regards quantity and quality. And many, if not all, will agree with Dr. Wolf of the Guntur College, that if we look after elementary education, higher education will look after itself and work out its own salvation, without even the help of commissions. An educational system which does not pay proper attention to its primary work is a house built upon sand.

It is necessary however to draw some distinction in this matter between what is practical and what is ideal; not because the ideal is unattainable, but because the safest and surest way of reaching it is along the line of

the practical. It is much to be desired that in India as in every really civilized country primary education should be in the first place compulsory, and in the second place, free. Now this is, and must be for some time yet, in India, an ideal; but it ought not to be suffered to drop out of sight, and the thin end of the wedge might be introduced without any more delay. Mr. Andrew has shown that to bring the whole five million of neglected children under instruction would cost an additional seventy lakhs, on the present basis of calculation. This looks a large sum in itself, but it might well be spared out of the five hundred lakhs which the Imperial Government annually takes from Madras under the existing Provincial Contract. If the money cannot be forthcoming from this source an additional educational cets of six pies or an anna might be levied.

But what can be done at once is the question. And expert opinion seems to indicate two or three directions in which an improvement may be made. First of all the elementary schools must not be wholly left to the tender mercies of the subordinate inspecting staff. 'Slovenly teaching, slipshod inspection, and inequality of treatment will all disappear when the very highest Inspectors know exactly what is going on in the remotest village schools. It may be urged that such a superior staff will be expensive. But, after all, it is likely to prove the greatest economy in the long run, for under the present system money is being thrown away by handfuls, while the education that is being given is bad, and schools that ought to be spreading education are being starved and closed.'

In the second place "it is not 'model' schools that are required, but good elementary schools in the neediest localities." More use

ought to be made of the pial schools, a judicious compromise being effected in certain disputed matters. Let the teacher and his scholars sit on the floor—it is better after all than a backless bench, and considerably cheaper; but on the other hand let the native methods of teaching be tempered by European training and guidance.

For ourselves we think it is out of the question to secure pupil-teachers from England for our elementary Indian schools. No doubt America has sent many to the Philippines, but then America is a large country and the Philippines a small one; as regards England and India the conditions are reversed. And England has enough to do in providing her own elementary schools with teachers. Nor are we optimistic enough—at any rate not yet—to believe that India will become a second Japan. Siam certainly shows no such signs and in some ways perhaps that country had a better chance than India. Dame Nature has settled that matter for us. But even though we are too much in the grip of the torrid belt to hope for the prizes that fall to the lot of the more fortunate inhabitants of the temperate zones, there is no reason why we should regard ourselves as fit for nothing better than to be hewers of wood and drawers of water. The past century has witnessed much effort and much success; if the effort is redoubled in the present age, the success will be at least quadrupled.

The report, which we publish elsewhere, of a meeting held in the Imperial Institute to discuss the position of the Indian student in England shows pretty conclusively that the Indian student himself does not regard with much favour the proposal to house

him in a hostel. And on the whole we think he is right. We lay less stress on the objection that the youths who constitute the Indian student colony in London represent differences of race, religion, and social standing, incompatible with the idea of a joint domicile (this difficulty is got over in the hostels of India), than on the objection that such a common domicile would only intensify the present disposition of Indian students to gather themselves into groups instead of mixing in the common life of the societies in which they find themselves. We have no desire to see liberty degenerating into license, but there can be little doubt that if a man is determined to go to the dogs he will not be prevented from doing so simply because he lives in a hostel and is supervised by a warden. We are inclined to think that much might be done by the parents of Indian students making use of the good offices of the National Indian Association, and we really see no need for any new semi-official committee such as has been advocated by *The Pioneer*. Nor would the resuscitation of the Northbrook Club, advocated by Sir William Lee Warner, be of much use. It would be far better for some of the other well-established clubs to open their doors to the Indian student, who needs more than anything else the education which comes from rubbing shoulders with other men. There is no need for any assumption of superiority or of inferiority on either side; all Indians are not princes nor all Englishmen snobs. If only the ablest men are sent to England, and if they bring a few letters of introduction, and if their remittances are regularly forwarded, we shall probably hear less of their difficulties.

We are glad to see that the authorities in Calcutta are boldly grappling with one of the forms of the social evil. From the reports which are now appearing in *The Bengalee* it can be clearly seen that an intolerable state of things has too long been allowed to exist. Houses of ill-fame abound in the quarters in which the students of the different Colleges mainly reside; and the Director of Public Instruction is now co-operating with the heads of institutions in an attempt to remove this reproach. It is pleasing to find that he is being backed up by the ordinary resident population. There is reason to think that Calcutta is not alone in this matter; certainly the East has not a monopoly of it. If the Indian metropolis can do something towards cleansing her Latin quarter she will set an example worthy of imitation by other University cities in this country and in Europe.

The annual London dinner of the Aligarh College was recently held in the Hotel Cecil, with Mr. Justice Amir Ali on the Education of Mahomedans. Mr. Syed Husain Bilgrami in the chair. At this banquet the Hon'ble Mr. Amir Ali, one of the Judges of the High Court of Calcutta, delivered an interesting speech. Referring to the fashion, which has lately come into vogue, to sneer at the "Anglicised Indian and the Indianised Englishman" the learned Judge proceeded to put forward a powerful plea for the former. He said that it was impossible "to change the hour-hand of time," and that the contact of a "progressive Government" with a "stationary" society must render changes inevitable. English education was doing in India precisely the same work which the Arabian civilization had done ten centuries ago in Spain, when

"the Goths, the Vandals and the Romans adopted the manners and customs of the invaders." It was inevitable that the habits of thought and the manners and customs of the people of India should be modified by the progress of English education. These are obvious considerations and it is a wonder that they should be overlooked from time to time by a certain class, happily not very large, who resent any assumption of dignity on the part of the educated Indian.

The learned Judge however went on to criticize the existing University education on the ground that it exists more for the benefit of Hindus than Mahomedans, who, according to him, require a different system of education from that of the Hindus. But surely the Universities, such as they are, are open to all. It may be true that Hindus have hitherto benefited more by University education than the Commissions, but this is due not so much to any inherent peculiarity in the system of University education as to the reluctance of the Mahomedans themselves in the early stages of English education. As a contemporary puts it, they 'tarried too long in doubt and dismay on the brink of the well of Western education, whereas the Hindus'—if they did not exactly fall in, at least—'flocked in numbers to drink deep the Pierian spring.' If more of them had followed Mr. Amir Ali's example he would not have been led—a little unreasonably as we think—to condemn the system of which he is so choice a product.

Mr. Zafar Ali Khan, B.A., of the Nizam's Service, in the course of a letter to a contemporary, gives an account of an interview he lately had with that distinguished Ruling Princess, H. H. the Begum of Bhopal.

Her Highness in the course of the interview remarked that the women of India were for the most part unlettered and superstitious, and it was high time that an effort was made to impart to them a healthy and sound education, for the truism that ignorant and superstitious mothers must beget sons with the same unfortunate predilections presented itself with stronger force than ever in the case of India and especially the Mahomedan India of to-day. Of the privileged section again, which Her Highness observed was initiated in the art of reading and writing, the majority were addicted entirely to reading novels. Novels, Her Highness pointed out, did not in their very nature partake of mischievous potentialities, which she might be called upon to unhesitatingly condemn, but she repudiated them because the uncultivated taste of her Indian sisters was prone to imbibe the poison and reject the nectar which they contained. Her Highness then remarked that for a long time past, she had been thinking of founding an institution in Bhopal, for the benefit of the female section of her subjects and for girls from other parts of the country beyond her dominions, who cared to reap the advantages of a liberal education.

"A liberal education for Musalman girls in my opinion," Her Highness went on to say, "consists in imparting to them, in the first place, a thorough religious education, so as to enable them to form a clear perception of the groundwork of Islam, and then to initiate them in such secular lore as may make them refined but practical women of housewifely predilections, ready to accept the various trusts which Nature, at different stages of life, means to confide to them. For this purpose, suitable curricula may be prepared, but the chief difficulty which we have to grapple with,

is the lack of qualified female teachers, and the initial effort is, accordingly, to be directed to the training of a body of competent tutors, who shall themselves be models of those womanly virtues which they will be required to expound and illustrate in their own characters to the young minds entrusted to their charge." To a suggestion that the difficulty may be overcome by training female tutors through the agency of either missionary ladies or male teachers of advanced age and of Islamic persuasion, Her Highness observed that the employment of missionary ladies as an agency for the purpose was quite out of the question, as, apart from the consideration that they were not versed in Urdu, the teaching medium of the Mahomedan community, their inability to teach Islamic theology precluded the possibility of giving them a trial. The idea of training women through the agency of competent men of advanced age was, however, deserving of consideration. Her Highness concluded by observing that ever since assuming the reins of Government, her whole time had been taken up by weighty affairs of State and that even now some important administrative questions were engrossing her care, but if God spared her, she would lose no time, on the occurrence of the very first opportunity, to give practical effect to the scheme of establishing the proposed institution in Bhopal which, she hoped, would some day become the centre of female educational activity in the land. This is a hope in which all will share.

The Director of Public Instruction, Madras, has been good enough to send his extracts from his Proceedings in connection with the Reports on the working of St.

Joseph's College, Trichinopoly, the Maharajah's College, Vizianagram, and the Government School of Commerce, Calicut, respectively, during the year 1902. At St. Joseph's there are 271 students almost equally divided between the B.A. and F.A. classes. The science subjects which find most favour are Physics, and Mental and Moral Science; that which finds least is Mathematics. The examination results were extremely satisfactory, a percentage of over 70 being gained in almost every case. The technical classes prospered. The Hostels are popular, the Literary Society is flourishing, and healthy relations exist between staff and students.

At Vizianagram there were 31 B.A. students and 27 reading for the First Examination in Arts. The former mostly prefer Mental and Moral Science to Mathematics or Chemistry. As the Jagirdar of Arni's University Gold Medal went to the College last year, this latter subject may become more popular. The examination results all round were very creditable. The physical education of the students is being well looked after, but the proposed hostel has not yet taken shape.

The report from Calicut is of a much more manageable size than it has hitherto been. The appointments gained by many of the passed students are a sufficient guarantee of the growing usefulness of the institution.

A very welcome piece of news comes from Cambridge. The University Press will begin in the coming autumn to publish

a series of editions of classical English writers. The idea is apparently to do for English what the 'Oxford classical texts' are doing for Greek and Latin. There will be no introductions or prefaces and the only notes will

be textual and bibliographical. What is aimed at is a faithful reproduction of the text either from the last edition revised by the author of the work, or from the first (or most authentic) posthumous edition. The original spelling and punctuation are to stand, and it will thus be possible to depend on the 'Cambridge English Classics' as upon the original issues. The series is to open with Hobbes's *Leviathan* and Crashaw's *Poems* which are in the hands of Mr. A. R. Waller. The early poems of Crabbe are being attended to by Dr. A. W. Ward. We hope this series will be a success and that it will lead students to depend more upon themselves, and under the good guidance of a teacher to learn something of the uses of a consulting library, and the habit of looking up what is required in the proper place. This is the habit which breeds the true scholar.

A recent number of *The Athenæum* gives high praise to Mr. E. E. Kellett's *Carmina Ephemera; or, Trivial Numbers*, and especially mentions 'the humour and fertility of rhyme exhibited by [this] collection of jocose academic verse.' It singles out the following stanzas as hard to improve upon, and we gladly requote them seeing that they concern India:—

Half our great Colonial Statesmen hail from Oxford halls
alone;

Hindustan is ruled by greats men; Cambridge there is
hardly known.

What though Heber's spicy breezes softly blow on Ceylon's
isle?

What though every prospect pleases, when the Oxford man
is vile?

Maxims drawn from books Platonic he will airily apply
To the pestilence bubonic, staying not to reason why.

Plato's wish is put in action; mere philosophers are kings;
Hence confusion and distraction, and a pretty state of
things.

Our Cambridge correspondent this month
in mentioning Mr. Hutton's
Oxford Dons in *Literary Landmarks of Ox-*
Fiction. ford refers to that writer's
apparent ignorance of the fact that in *Robert*
Elsmere two of the most conspicuous figures

of modern Oxford life and thought—T. H. Green and Mark Pattison—are portrayed. It may be worth while noting that in Mrs. Humphry Ward's newest book, *Lady Rose's Daughter*, we have a similar sketch of a well-known Balliol don who passed away not long ago. The tutor whose influence was the spark which fired Jacob Delafield's clay; 'this modest, heroic and learned man,' who was a paralysed invalid, but nevertheless in 'the strength of his moral and intellectual life' one of the chief forces of his college, is a true picture of the late Evelyn Abbott, who left behind him 'a volume of papers on classical subjects, the reputation of an admirable scholar, and the fragrance of a dear and honoured name.'

In view of the approaching annual meeting of the Senate of the University of Madras, candidates for the fellowships which are to be voted for by the graduates in November are beginning, with what some may think an unseemly haste, to take the field. The names of Mr. V. Krishnaswami Aiyar, B.A., B.L., Mr. P. M. Sivagnana Mudaliyar, and the Rev. A. Andrew, are mentioned in the public press, and a circular in support of the first named gentleman has been sent out under the signature of Sir S. Subrahmanya Aiyar, Dewan Bahadur N. Subramanyam, Messrs. M. O. Parthasarathy Aiyangar, M. Rangachary, Hanumantha Row, and other gentlemen.

It is with sincere regret that we heard of the death of Mr. A. Subba Row of Rajahmundry. He was a frequent and valued contributor to this journal. Not only ourselves but the educational world in general is the poorer for his loss, and the Social Reform party has lost in him a loyal supporter and a clear exponent of its principles.

THE DOCTRINE OF PESTALOZZI.

"As for life," said the Emperor Marcus Aurelius, "it is a battle and a sojourning: but the fame that comes after is oblivion."

There is perhaps a sense in which these words are true, a sense less cynical than the apparent one lying on the surface. A man's fame may be so great, he may be so generally accepted by those who follow him, generation after generation, that at last he is taken for granted; no one troubles to remember, or, if need be, to discover, the grounds on which his fame rested: he becomes as it were a dogma, a conclusion whose premises are forgotten. But just as the loose popular objection can be turned by the reminder that it is possible to rescue the premises, so the grounds of a man's fame can be recovered from oblivion. To be forgotten is one thing: to have had no existence at any time is another.

Something of this fate, of this too easy posthumous acceptance has perhaps, outside the strictest sect of educationalists, befallen Pestalozzi. Since his death he has been regarded with so great veneration, that his actual performances have been allowed to slip into the back-ground, into the unsearched abysses of the general memory. Of course we must admit that the performances—to speak only of those which found their way into print—were both numerous and bulky, characteristics which deter some people at the outset. It may be conceded that in Pestalozzi we discover no perfect theorist, no model thinker: he is vulnerable to criticism at innumerable points. The proof that he was a remarkable man lies in the fact that when criticism has riddled him, when repeated failure has haunted him like a shadow, when ridicule has done its utmost and its worst, most readers will surely feel that were the choice offered them they

would rather choose the role of the pursued than that of the pursuers. He was, we may concede again, always an enthusiast, an eccentric even; the exponent of the unexpected, never the apostle of the obvious.

As a child, he gave but little promise: his scholarship, if so large a word can be used for so small a thing, was execrable: and time did not mend matters so much as might have been hoped. When he had been a schoolmaster for some years, he says that the people of Burgdorf "whispered among themselves that I did not know how to write or to reckon or even to read decently." And to the friend to whom he confessed that, to Gessner, he observes with engaging frankness "Well, my friend, you see that the whole of the street reports which are going about are not false: as a matter of fact I cannot write, nor read, nor reckon decently."

Besides this, he cut as poor a figure outside the schoolroom as he did in: he was one of those unfortunate children who excite the contempt of their fellows. Yet two significant episodes are recorded of his young days, which might have shamed his assailants. On the occasion of the earthquake felt at Zurich on December 19, 1755, when, as Pestalozzi has himself recorded, "masters and scholars fell over one another in their efforts to get downstairs and when no one would take the risk of going up again to the class-room," on that occasion, it was this ridiculed child, this child never on friendly terms with his class-mates, who went alone up the staircase into the room, to collect the caps and belongings generally of the rest who stayed on the safer ground below.

And again, when he was a mere child in the village school, happening to be witness of some act of injustice committed by an under-

master, Pestalozzi took him alone and pleaded the cause of justice so eloquently that he won it, persuading the master to right the wrong he had done. This is the stuff of which philanthropists are made. That so little justice was done to his merits when he was young is but an instance of the obtuseness of average human nature, of its love of running in a groove and hating anything unusual. The fact that such instances of blunt stupidity are common deprives them of none of their melancholy.

It is useless to pretend that Pestalozzi's character was an easy one to deal with. In some directions he seems to have been incapable of learning from experience. The matter of realising the value of money is a case in point. The strict economy in which he passed his early years never seems to have given him any sense in pecuniary affairs. To the end, he remained deplorably incapable in the commonest details of every day finance. Nor can this be explained on the hypothesis of disgust engendered by early enforced saving: whenever he mentions the extreme thrift of his widowed mother's menage it is with respect and admiration bordering on positive enthusiasm. Nevertheless whatever the cause, it must always remain a blot on the story of his life that through faults of disposition and judgment Pestalozzi more than once reduced his family to extreme wretchedness.

But when this is admitted, there is an entry on the credit side which cannot be omitted with any justice. No impartial observer could deny his enthusiasm for humanity: no one could deny his real ability, his complete and utter unselfishness.

Why then should such a man fail so often and so completely? It must be acknowledged

that the cause was the absence in him of that pedestrian virtue, common-sense. As well try to raise the dome of St. Paul's without the foundations of crypt and nave, of transept and choir, as found the regeneration of humanity on inaccuracy, carelessness in detail, and neglect of the working of cause and effect. Could Pestalozzi once have made his own the significance of the remark of the greatest of English Moralists—"Things are what they are, and the consequences will be what they will be"—the whole story of his life might have been different.

The extreme disorder of his personal habits was, in the eyes of some, a key to the practical disorder of his methods: it is recorded of him that "his personal appearance was neglected in the extreme; he never knew how to dress himself; one day he would forget his neck-tie, another his garters." These may seem small matters viewed in the great light of humanity's regeneration: yet in the accomplishment of great schemes there are many—(how tedious)—details to be considered.

Pestalozzi has sometimes been deemed fortunate in the place and moment of his academic training. Considering his particular bent, that good fortune may be questioned. His academic surroundings may have strengthened within him that which it would have been well to eradicate or change or prune.

In the year 1760, he became a student in Zurich University. There he met an enthusiastic band of young men given over to certain notions which they had imbibed from the philosopher Wolff. Wolff may be said to have fallen, outside the narrow world of academic interests, into oblivion: yet his name must always stir some feeling, for he was the immediate predecessor of Immanuel Kant, his

master we might say. Dr. Caird writes of him, "No man ever had a fuller conviction that the secret of things was to be found by taking them to pieces, and when he had the 'fragments in his hand' no man ever thought less of any 'spiritual bond' which might have disappeared in the process of disintegration."

Yet this was not the impression he left on the Zurich students. The ideas with which his philosophy impregnated them were simplicity of life and manners: the resurrection of national literature: and (the possibly essential pre-requisite to that) national freedom.

Another side of Wolff's work, that in which he offered to free humanity from its cargo of presupposition and hypothesis and restore it to a condition of experience and common-sense—an offer light-hearted in itself and certain to bring him into collision with the Church—may have had more influence on Pestalozzi than he or his biographers supposed. Yet far more than Wolff, in our amplest acceptance of that philosopher's influence, Rousseau was Pestalozzi's guide. The young man had been for two years at Zurich when *Emile* appeared. By nature Pestalozzi's mind and heart were sympathetic soil for the reception of such seeds as Rousseau scattered broad-cast. Youth, generous youth, leans naturally to the glow, to the far-stretching possibilities of revolution. And then there was the final inducement that Geneva, following in the wake of Paris, had condemned Rousseau and his doctrines. Everywhere at all times a proscribed man or book holds out irresistible hands. Whatever Pestalozzi may have been, Rousseau at any rate was happy in his moment: his task came to him when education was in the air. If not the principal yet a powerful cause of this state of things was the expulsion of the Jesuits from France which had occurred in 1764.

IX

They had carried on their work for two centuries: their disappearance necessitated some substitute. And then in the different countries of Europe dissatisfaction with the actual conduct of education was felt: Locke with his cold common-sense, Rabelais with wisdom-hiding mockery, Montaigne with his detachment befitting the grand seigneur, had in their several ways protested against the old view that education meant the forcible uprooting of original sin, or at least a wresting of an inborn tendency to evil into the straight and narrow path. So the men of the eighteenth century were coming to look upon it as we fancy we do, as a development, a cultivation of Nature.

Pestalozzi's first achievements were in the actual fields, not in the garden of the mind. He determined to be an agriculturist:—the signal folly this, of his life, so rich in apparent failures. Without any knowledge of agricultural life, he settled to his farming with an inextinguishable belief in his certain success. A friend was to teach him the way. He wrote to his betrothed,—“Tschiffeli, the great agriculturist, is the best of fathers to me. I shall learn agriculture in all its branches. Certainly I shall come to be independent of all the world.” And again, “I have special kinds of seeds of the finest quality. I have learned to preserve vegetables in the winter so that I can sell them in the spring when their price is doubled. . . . Do you think, my beloved, that I am judging rightly when I say that by devoting all my strength, brains and zeal to the care of these two simple branches of agriculture (i.e., madder and vegetables), I am secure of being able to provide sufficiently for the modest needs of a family living in the country. . . . My master and I believe that the execution of this plan

will certainly give my family not merely the necessities of life, but a most comfortable position." Yet, how fatuous such a reckoning was. Pestalozzi talks of his "beautiful, delicate productive seeds" as if the whole contents of every packet were bound to come up, as if every appearing shoot must grow on to perfection. Such common calamities as drought, flood, storms, winds, blights, insect pests, vermin, never seem to cross his mind. Land barren now shall, through his tireless industry, become a garden: and the fields without fruit to-day are in his idealising eyes already "white unto harvest."

That his agricultural plan failed completely was nothing more than any one of ordinary perception might have foretold. The episode is worth recording because though perhaps it may be said that it was only one of many failures, it was perhaps unique in this—that it was a failure from which he derived little or no benefit.

It is as an educationalist not as a field-labourer *manqué* that he claims our admiration. At the outset we may consider what aims he set before himself. As Milton and Locke among our own thinkers wrote exclusively for gentlemen, so Pestalozzi dealt with the problems of elementary education. The motive of all his work may be found in the sentence—"Throughout the early years of my manhood, one single, unique, potent desire, kindled my heart—to dry up the sources of misery in which the people around me were sunk."

Amid the beggars of Neuhof, and the orphans of Stanz, he kept this high ideal as the measure and standard of his daily practice: indeed a man might well wonder why that really autobiographical phrase "I myself lived like a beggar that I might teach beggars

to live like men" was not engraved indelibly upon his tombstone.

To live like men: not like men at the worst but like men at the best; if we analyse that notion out to the end, what does it not connote of self-respect, of respect for others, of industry, of disciplined and cultivated will-power, of high ideal, of unselfishness, of sympathy? What a revolution in national life would be wrought by the realisation of this idea, if from the king on his throne, through all the grades and professions of men and women, statesmen, priests, politicians, officials, artists, physicians, lawyers, merchants, teachers, artisans, and so as Lancelot Andrewes, Bishop of Winchester, said, "down to the lowest and poorest" we all lived like men.

To play his part in translating this notion into fact, Pestalozzi started on a sound basis.

He never aimed at pauperizing the poor. He desired to set up no merely external machinery for removing the sufferings and disabilities of the wretched. This may appear surprising perhaps when we remember that he desired to raise "the children who are abandoned to the worst human conditions. The boy who will only grow up into a vagabond or perhaps a criminal; the girl who without help or guidance can only look forward to a miserable and shameful life; all those in fact who are almost inevitably lost to themselves and the country, it is these whom I desire to save; it is to these by means of education that I would give the chance of living an active and useful life."

His aim in fact was so to reconstruct the individual that misery, poverty, and idleness could no longer be its natural environment. Now in realising such an ideal it is possible to start from the outside, to start from the in-

side, or to choose a method which unites both of these.

If the change wrought be merely external, merely material, if the inner life be left wholly to take care of itself, then the man or woman will be much like a well-cleaned machine; there will be no motive power. If, on the other hand, the start be made from the inside, while the environment of poor lodging, scanty clothing, insufficient feeding with all the usual concomitants of those be left untouched, then the body with its insistent unsatisfied needs will be ever overpowering the mind. And so Pestalozzi, like a wise reformer, combined the two. In that most interesting document written in 1776 entitled *Appeal addressed to the friends and benefactors of mankind to induce them to support an establishment designed to give education and work to poor children in the country*, he says—"For a long time now, I have taken it for granted that young children can in favourable circumstances earn their own livelihood by moderate work, provided that enough capital be advanced to admit of the organization of an establishment in which they could board and lodge economically and receive an education which would not absorb their whole time." It is impossible here to recall the "facts of experience" on which he bases his argument; but two are so characteristic that they must be cited if a just notion of his plan is to be given. I have proved he says "that poor children are not stopped in their growth or development by morning and evening work, but by irregularity of life, by privation, i.e., of real necessities, followed by excess in moments of good fortune; by passions excited and not restrained, by brutal rudeness, by uneasy and perpetual unrest, by a malicious spirit of mutiny and by hopelessness."

And then follows almost immediately that passage so full of the spirit which animated the whole of his courageous and unselfish life—"I have proved that kindness shewn to the most degraded men can touch their hearts: and that the eyes of a child abandoned to the most abject misery shine with pleasure and surprise when,—after years of privation—he sees a gentle friendly hand stretched out to help him. I have proved that such a feeling once aroused in the heart of the most unhappy dejected child can issue in the most important results for his physical and mental growth."

There is no space to follow him as he elaborates his plan: it must suffice to say that it provided that every child should know how to read, write, and cipher, and should further be instructed in some branch of agriculture, trade, or commerce.

But the principle which he lays down without hesitation is that a certain amount of food, clothing, cleanliness, and lodging is absolutely essential.

This is however only half, we might say the smaller half, of his whole plan. As the historian of his life, De Gnimps says—"Soon he realised that a man could only help the poor effectually if the poor would and could help himself: the poor man's material misery could never disappear while his intellectual and moral misery remained: in other words, the true remedy is education. It was impossible for time, failure, difficulty, or the ridicule of his fellow-men to quench Pestalozzi's passion for teaching the masses "to be men." When not only the scheme for the beggars at Neuhof had failed; but when circumstances had deprived him of power to continue that orphanage which he had established and toiled for after the brutal massacre at Stanz on September 9, 1798, (of which exploit the historian Thiers

remarks callously "it was necessary to set fire to this unfortunate town in order to drive out its fanatical inhabitants"), when he left his unremitting toil among those children rewarded officially with the paltry sum of £25, left it moreover himself worn out in body and mind, even then his indomitable spirit revived. Country air and rest restored not only his broken health, but his quenchless faith in humanity's amelioration. "I could not live without my work; not even in those moments when from the heights of Curnigel I contemplated the lovely, the wide-spreading valley, rolling away at my feet. Never before had I beheld so vast a champaign. Nevertheless as I watched it, I thought less of its beauty than of the wretched education of its people." The moral philosopher was too strong in him for him to be able to sit down and just accept its superficial beauty. He saw even beneath earth's fairest prospect the hidden sorrow, the lost opportunity, the blasted prospect, the starved ability concealed in the folded valleys. Behind the valleys and fields and woods which sang before him he saw the hidden population "wasted with misery."

The material then upon which Pestalozzi proposed to work was human nature, mind and heart, intellect, feeling, and will. He accorded indeed much importance to the child's natural abilities and feelings. "I learned long ago," (we may note that *long ago*) "by my own experience that beneath their coarseness, savagery, and seeming helplessness, the most splendid faculties, the most precious powers, lay hidden."

If he knew that long before the Stanz episode, we may conclude that he knew it when he wrote *Leonard and Gertrude*.

Then secondly, he perceived that sense-impression is the rough material of knowledge.

He does not express himself quite as modern psychologists would do: indeed at one period of his life he announced with almost superfluous glee his complete rupture with philosophy. Yet in substance, he is in the main in agreement with them. "The teacher," Herbart wrote once, "ought to make it a point of honour to leave the individuality as untouched as possible." And again "The true teacher . . . cheerfully leaves undiminished to the individuality the only glory of which it is capable, namely, to be sharply defined and recognizable even to conspicuousness: he makes it a point of honour that the clear impression of person, family birth, and nationality, may be seen undefaced in the man submitted to his will."

Pestalozzi did not say this, but he acted upon it. The problem of education as it presented itself to him was—how is it possible to use the child's 'presentations,' and to provide him with others suited to his powers, in such a way as to develop his own personality in the best possible fashion? One conclusion at which he arrived early was that as in the body so in the mind, atrophy is the necessary fate of unused powers. But then powers cannot act as it were in a vacuum. Action results from powers it is true, but from powers exercised on something.

Pestalozzi's works are contained in fifteen volumes. It would be hard in one brief Essay to recapitulate them all, and dull too. Four may be selected as typical: *The Hermit's Evening Hour*, published in 1780; *Leonard and Gertrude*, written in the years 1781 to 1787; the *Letters to Gessner* (generally known as *How Gertrude teaches her Children*, though neither Gertrude nor the Children appear in the text) published in 1801, and finally the

Swan-Song, written one year before his death, in 1826.

The last bears a close resemblance in form to the first. It is as if at the outset of his career he desired to arrest men's minds by some short sharp cry which would startle them into attention.

"Man, within you, in the inner consciousness of your own powers, nature has put the instrument of your own development."

"Nature develops every one of man's powers by use: by use they grow."

"The use of man's knowledge, faculties, and talents, owes its power to the order which Nature has established for human education."

"Man, if you look for the truth in this natural order, you will find that it is just what you need for your natural position, and for the career opening before you."

"The domestic relations of man are the first and most important of his nature."

"Paternal roof, school of private and public manners."

"The school's artificial methods put the rule of words everywhere before the rule of Nature."

These sentences might be taken as trumpet-calls to the army which Pestalozzi would fain enrol for the battle against ignorance.

If we will keep up the metaphor, we may say that the later writings (the *Letters to Gessner* and *Leonard and Gertrude*) are like the manuals of tactics which the army is expected to assimilate in the piping times of peace, elaborate, detailed, minute.

And then the *Swan-Song* reverts to the earlier method: the old leader is taking leave of his troops: he issues a general order of farewell, couched in a few winged pregnant sentences; these are points which may "stick in the mind" as Plato said of the words of

Socrates; phrases which may incite to deeds of valour, of patience long sustained, for the lost leader's sake; rather than orderly arguments to satisfy the reason when it meditates in "a cool hour."

But this must be noted: the spirit, the principle, the aim, the drift, these never change:—

(a) Sense-impression, the starting point.

(b) Nature's appointed order.

(c) Reality arising from sifted reasoned experience.

GERALDINE HODGSON.

(To be continued.)

EDUCATION IN MYSORE.

The Educational Report of the Mysore State for the year ending June 1902, with the Government Order thereon, was made public just within a few days of the expiry of a further period of twelve months. The Report is crammed with statistics, a large part of which is of value only for experts; nevertheless some of the figures with their accompanying letter-press set forth facts of very general interest. It is from the point of view of the man interested in a general way in educational matters that we would note some features of the Report.

The *Statesman*, we believe, has criticised adversely the attitude of the Mysore Government to education as that attitude is manifested in the present Report, but we are convinced that the criticism, if true at all, finds no justification here. Rather we note with pleasure the keen, and even inventive interest which is manifested in all departments of education, an interest, moreover, which has increased the State expenditure during the past year by nearly Rs. 40,000. Another hopeful sign is the special benefactions for the establishing of schools and scholarships which

have been made by wealthy citizens during the year, and which are noted with pleasure by H. H. the Maharajah's Government. When we add that municipal and private bodies have been stimulated to increase their gifts to education by nearly Rs. 12,000 on the year, it will be seen that the croaker has little room on the financial side for his pessimisms.

Plague is held responsible for a considerable decrease both in schools and scholars during the year, the former being 78 and the latter 4790 less than the previous year. Nevertheless it is set forth as probable that the percentage of school-going children to those of school-going age is as high in the State as in the adjoining Presidencies. When it is noted that the recently published Census returns give a greater proportion of illiterates in the State than in the Presidencies if the total population is taken into account, the educational progress of recent years will stand out significantly.

We heartily sympathise with the Inspector-General's desire for more efficient, even if more costly, inspection of the work being carried on. From one point of view, it is pleasant to read that "the cost of Direction and Inspection together was 6.98 per cent., a very small proportion compared with that of other Provinces." But evidently Mr. Bhabha has not been blind to that which many outsiders have long noted, that the inspecting body has hitherto been maintained *below* the minimum of efficiency. He says, "During the last few years a scheme for the re-organization of the Inspection Branch of the service has been several times submitted to Government." Even yet, however, the only move of the Government is to say in its Order:—"Certain orders passed for improving the work of inspection . . . have not yet been brought into force,

and revised proposals are pending the consideration of Government." So, while the burden is cast upon the old time scape-goat "pending," the efficiency of the Department is still being wilfully imperilled. Even if the Inspecting Body be increased at the cost of the work to be inspected, we are convinced that the result will be the real gain of education in the State.

There is little to be said of the working of the ordinary educational machinery during the year. In the College, Lower Secondary, and Primary departments, the methods and work done stand much the same as in previous years.

But one Institution, though an old established one, *viz.*, the Maharani's College, challenges remark. Last year this one Institution took to itself one-third of the total State expenditure on Female education. Of this sum of Rs. 41,453 the large proportion of Rs. 11,583 was expended on the College classes in which only four students were studying. A little simple arithmetic brings us to the astounding fact that the cost of educating these four College students is about 9 times more than the average cost of the education of the men students in the other State Colleges. This can hardly be accounted for by the smallness of the numbers for whom a costly staff of teachers has to be maintained, but we have to assume in addition unnecessary extravagance or sheer waste somewhere. May it not be found in the arrangement indicated in the following:—"Every pupil in these (*i.e.*, the F.A. and Matriculation) classes holds a handsome scholarship, Rs. 185 a month being given away in the shape of scholarships in the F.A. class, and Rs. 75 in the Matriculation class"?

But we hold that the extravagance thus indicated takes the form of injustice seeing that

high caste students only are allowed the privileges of this Institution, and that no similar educational privileges are made available elsewhere in the State for women students of low or non-caste or Christian parentage. However, we read that "the Committee has recently proposed the admission of Native Christian girls of *respectable social standing* to the High School and College classes." How much the words we ourselves have italicised mean we cannot now say. It may be that only those Christians who can trace their descent from a respectable caste will be admitted, and the rest, along with the non-castes, whatever their present position and respectability, will still be excluded. It is evident that the higher castes, who have had the privilege of higher education for twenty years past on generous scholarships, value their opportunity very slightly, while the advance during the year in Lower Secondary education among girls of other classes shows that an increasing number are fitted to go on to higher studies, and are moreover desirous of doing so. While *boys* of every caste, non-castes, and Christians, mingle freely in their studies and games, we know of no reason why *girls* of similar social status, so long as they are morally respectable, should not do the same and be reckoned untainted by the process. At least we plead that women students of all castes should have similar treatment at the expense of that public purse which is replenished from their fathers' pockets.

On the State's interest in the Industrial side of education mention has been made in a recent issue, and therefore we may forbear to say more at present. But we would draw attention to a subject in close relation thereto, namely, the commercial classes held in the evenings in Bangalore which train youths in such practi-

al subjects as book-keeping, shorthand, commercial geography, &c. These classes have been carried on by private enterprise for 5 years and are now being aided by a grant of Rs. 20 per mensem. We should like to see such instruction obtainable in all the larger Secondary, or at least the High Schools. It is probable that many youths who now are thrust directly from school into office or commercial life would be glad to avail themselves of such a valuable course of study during their last year of school life.

The paragraph which tells of the founding of a school for deaf mutes and blind in Mysore City is of tender interest. The teaching of the blind has apparently been the more successful. Some 10 blind boys after about 18 months of study "have finished *Kathāsaptati* and can read *Padyasangraha* and *Bhārata*." Very few *sighted* children could master these books in so short a time, and the result reflects great credit both on the teachers, and on the system by which they have been taught. The system, the "Oriental Braille," was brought out some years ago under the auspices of the British and Foreign Bible Society and was at once patronised by the Mysore Government who printed its primer in Kanarese. It is a simple scientific system which, by slight modifications, can easily be adapted to *any Oriental language*. Kanarese shares its advantages only in common with other languages, yet as may be seen from the above it can be taught by its means to the blind with perfect success. "Singing, mat-weaving and rope-making are also taught to the blind boys." We are glad to see that thus the boys are taught to relieve the tedium of the dark hours, and to free the community of the burden of their support.

Another innovation, and a somewhat daring

one, is the attempt made to school the Lambánis, the gipsy tribes found in the north-west of the Province. "Their common occupation is the transport of grain and other produce on pack bullocks, of which they keep large herds. They live in detached clusters of rude huts at some distance from established villages. Though some of them have taken of late to agriculture, they have as yet been only partially reclaimed from criminal habits. Most of them are professional robbers and dacoits." This material seems as unpromising as could be found, but the year's work among them has resulted in the establishment of 11 schools with an attendance of 253 children, a most hopeful start. As there are 39,000 of these people in Mysore there is room to watch on a sufficiently wide scale the influence of education on their habits. It is probable that it will be seen in a few years that the effort to educate them will be far cheaper than the policing of them, with the additional result of their being transformed by means of education into productive units of the State.

Those who have followed us thus far will, we believe, join with us to congratulate the Mysore State on the success and promise of its Educational Department.

F. G.

VERNACULARIZATION OF SECONDARY SCHOOLS.

For some time past there has gradually been going on a movement towards vernacularizing secondary education and it might almost be said that the process is nearly complete. It is now a recognised principle that education in Lower Secondary Schools should be imparted through the medium of the vernacular and not through English. This is as it should be, considering that what is heard or read in

one's mother-tongue is more capable of ready assimilation than what is couched in language to understand which some effort is requisite. Admitting this, it will still be apparent that the introduction of the vernacular as the first language in Lower Secondary Schools has shown an unmistakeable tendency towards lowering the standard of English even in the College classes. The old system adopted English text-books for the additional subjects that had to be mastered other than the languages. The teacher ordinarily spoke and explained in the vernacular, but in questioning the answer had necessarily to be given in English. This had a good deal to do with the fluency with which boys spoke English and the readiness with which they wrote, if not idiomatically, at least incorrect grammar. Since the introduction of vernacular text-books, English does not find any place in the teaching of these additional subjects. This difficult foreign language has, therefore, to be learnt from the one text-book and grammar book prescribed for the class. English is now in consequence, in a worse position than the vernacular was, as it finds no place in the teaching of the other subjects, quite unlike the vernaculars when these subjects had to be learnt out of English books. The result of this is cumulative. It goes on gathering volume as the student advances and remains a drawback even in graduates. That students in the Senior F.A. classes even, cannot follow a fairly fluent speaker in a subject they are expected to know something of, is a fact which teachers will vouch for. It is almost impossible to make a high-school boy understand anything in English without having recourse to the vernacular. In the matter of written answers, it is very rarely indeed that one gets English. The answers to history papers and

the essays are generally in clumsily translated vernacular.

While, therefore, on the one hand, there is a certain facility in understanding and assimilating ideas, in the lower stages particularly, this vernacularized system is a drawback with regard to the University course. One would rather expect that the prominence given to the vernacular in the lower course, would shorten the whole period of time required to take the degree, but the very opposite has been the actual result. This would appear to condemn the system as a whole, and the remedy, one would be inclined to think, lies in reverting to the old order of things. This is not necessary. The fundamental defect lay elsewhere than in the mere substitution of the vernacular. Subjects which are placed high as mental discipline have been made to give room to those that foster cram of a bad sort. English even as second language does not occupy the position that it ought to, and the advance of a student in English and his advance in the vernacular do not keep pace. The method adopted in the teaching of the vernacular does not conduce to a proper study of the English language. The great majority of teachers entrusted with the teaching of these subjects in the vernaculars have not adequate knowledge of English. All these causes operate to a greater or less degree and the result is the deplorable want of the requisite knowledge of English for following a professor's lectures when students get into the College classes. The Matriculation syllabus remains what it was, while the Lower Secondary syllabus has undergone considerable modification in the direction, not of preparing students to enter a University course, but of turning out artisans, agriculturists and so on.

IX

There are two possible ways of mending matters—for mended they must be sooner or later. The simpler and the more radical method would be to bifurcate the courses early, having a distinct syllabus for those that wish to get into the high-school classes; and the other to improve the existing system itself. In order to acquire the requisite capacity to understand lectures, the best method of learning a foreign language, such as English is to the great majority of students in this country, is the conversation method so called. This must be employed not merely in the hour when the English text is taught but almost in every lesson including the vernacular, to teach which in the lower classes English-knowing masters could be easily had. Almost everything that has to be taught in the vernacular could be translated into English by the boys themselves and the teacher could easily guide them through these translation exercises very much better than by correcting their note-books at home. In other words, English must now be made deliberately to play the part which the vernaculars, out of sheer necessity, were made to play under the old system. The vernacular itself has to be taught on a different principle from what obtains now. The most approved method now is to take a piece of poetry and give the meaning word by word at once—the meanings having been conned by rote from a key. This must cease and boys must be made to attempt interpreting passages of prose or poetry for themselves with the aid of a dictionary where necessary. They must be encouraged to read other books than the prescribed ones in the vernacular and a general paper like that set in English must be set in the vernacular, requiring correct knowledge of the principles of grammar. In an examination like the Matriculation it should

be impossible for a boy to pass in the subject without doing fairly well in this language paper which should carry at least as many marks as the text. This is certain to improve their stock of knowledge of the vernacular, which will in turn facilitate translation from English which, at least in the higher examinations, is considered the more difficult.

Another drawback in the present system is that it attempts to do a great deal too much in too short a time. Everything worth knowing cannot be learnt in school alone. All that the secondary schools ought to do is merely to make boys and girls fit for learning whatever may be taught to them either by word of mouth or by means of books, magazines, &c. A good deal must be left to be learnt after leaving school. If the overcrowding of the syllabus can be avoided, it will be a real boon to students and parents alike. Such subjects as agriculture ought to be taught to farmers in night classes and the educated boys who turn agriculturists will derive great benefit therefrom.

In the interest of University education (and this is one of the most vital interests to receive consideration) the modifications suggested above will have to be carried out. Many of these can be adopted by the masters themselves, although some of them will need the authority of the Educational Department of Government, which would lend its support, if only the matter were brought home to it. At any rate it is worth the anxious attention of all concerned with or interested in education.

K.

THE TEACHING OF ELEMENTARY ALGEBRA.*

The roots of algebra are deeply imbedded in the earliest notions and processes of arithmetic, and its inspiration is drawn from all problems capable of arithmetical treatment. Algebra is generalized arithmetic. Algebraic generalizations are associated with the earliest arithmetical work. Every child knows that $2 + 3 = 3 + 2$, and that the order of adding any numbers is immaterial. He also knows, experimentally, that $2 \times 3 = 3 \times 2$, and that the order of multiplication of any numbers is immaterial. This generalization from particular cases constitutes the essence of algebra.

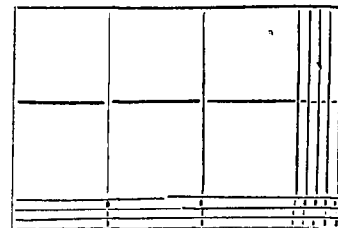
The formal commencement of algebra is made when the pupil is able to make such generalizations in symbolic form: i.e., $a + b = b + a$ and $ab = ba$. This symbolic mode of statement is, perhaps, not easily grasped until the pupil has had some practice or experience in substituting letters for numbers for the sake of making some general statement of fact. This practice may be given very early if the teacher seizes such opportunities as present themselves. Thus, I have found that children have no difficulty in understanding the statement that, if a, b, c are the angles of a triangle, $a + b + c = 180^\circ$, provided that they have practised measuring the angles of various triangles and have found that they do so add up. In like manner, when they have found that the area of a rectangle, expressed in square inches, is obtained by multiplying the number of inches in two adjacent sides, and that the result is true for different lengths of the sides, and, further, that measuring the sides in centimetres gives the area in square centimetres, and in feet gives square feet, they would be quite ready to receive the information (and to feel that it expressed the truth) that, if l is the length and h the height of the rectangle, its area is equal to lh . The extension to a parallelogram and the corresponding formula for a triangle are easy when

* A Lecture delivered at the Winter Meeting of the College of Preceptors (January 7, 1903) by A. Lodge, M.A., Professor of Pure Mathematics at the Royal Indian Engineering College, Coopers Hill.

the pupils are doing the latter part of Euclid, Book I.

It would be well to introduce, as soon as possible, the notation $(\text{in.})^2$ for square inches, $(\text{ft.})^2$ for square feet, and so on; and to get pupils to realize that the area of a rectangle whose sides are, say, 2 inches and 3 inches is equal to $2 \text{ in.} \times 3 \text{ in.} = 6 (\text{in.})^2$; &c.

An interesting extension of the method when a little progress has been made is finding the area when each of the sides is given in feet and inches, the area being obtained, by algebraic multiplication, in square feet, inch-feet, and square inches, working it out with the help of a diagram, such as the one shown, where the sides are 3ft. 5in. and 2ft. 3in. [An inch-foot, or *twelfth*, as it is

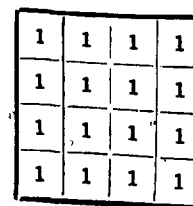


often called, is a useful unit of area, intermediate between a square foot and a square inch. Material costing so many shillings per square foot costs the same number of pence per inch-foot, and the number of shillings per inch-foot is equal to the number of pence per square inch.]

In purely numerical work interesting generalizations can be made. Thus, the n th even number is $2n$; the n th odd number is $2n-1$. Certain properties of square numbers, such as

$$n^2 = 1 + 3 + 5 + \dots + 2n-1$$

or $n^2 = 1 + 2 + 3 + \dots + n + \dots + 3 + 2 + 1$, can be obtained by help of a diagram, and the second of these deduced from the first by noticing that $2r-1$ is the sum of $r-1$ and r .



A great deal of the above and such like work could be done before the systematic study of formal algebra is undertaken, and the same sort of work should be continued (as a parallel course of arithmetic) during the period of the formal study. The important and essential thing is to avoid teaching formal algebra before the pupils have any ideas on the subject. Their minds *must* be prepared, if the work is to be done with intelligent interest.

The use of the *minus* sign to denote negative quantity can often be illustrated by introducing it in connexion with arithmetical (or geometrical) problems: e.g., by giving a negative start to one or more of the runners in a handicap race; and, again, by grouping some of the propositions of Euc. II. in pairs according to whether a line is divided internally or externally. Propositions 4, 7; 5, 6; 9, 10 are pairs so connected.

Miss Boole gives shop-operations not only as illustrations of the use of the minus sign, but as illustrating the subtraction of a negative quantity.

Thus, if you have to pay £1 17s. 2d., you can pay £2 and receive 2s. 10d. change, or the shop-keeper may hand you 3s. change and ask for 2d. back out of it. The 2d. is thus doubly subtracted, and the result is the same as if you originally paid £2 0s. 2d. and received 3s. change. Hence the transaction actually is £2 - 3s. + 2d., which is equivalent to any of the forms, £2 - 2s. 10d., or £2 0s. 2d. - 3s., or even - 3s. + £2 0s. 2d., which last means that the shop-keeper actually hands over the 3s. change before you pay the £2 0s. 2d. Any of these or similar operations are equivalent to the payment of £1 17s. 2d. They all represent different transactions which have the same final result. Generalized, the transactions and their equations are indicated by the identities:

$$a - b + c = a - (b - c) = a + c - b = -b + (a + c) = (a - b) + c.$$

The pupils might be practised in various examples of exchange of similar character, expressing the

transactions accurately in the order of their occurrence, and finally estimating the net result, which might sometimes leave a balance one way and sometimes the other.

When the pupils have become thoroughly accustomed to the use of letters for numbers for the sake of stating general principles or processes of work they can then practise algebraic operations with letters—simplification, multiplication, division, addition of fractions, and so on: in fact, the ordinary algebraic work. In easy cases the pupils should be trained to do the work mentally: in fact, practice in mental algebra is as important as practice in mental arithmetic.

But it is most important in all this work to keep well in touch with arithmetical ideas by frequently testing the work and the results by numerical substitutions. Very frequently the actual position of an error can be tested by such substitution; but it is not merely for the sake of detecting and locating, and thus correcting, errors that numerical substitution is desirable: it is rather to prevent stupid kinds of errors from being made at all.

I find men writing such absurdities as $\frac{1}{a} + \frac{1}{b} = \frac{1}{a+b}$ without a suspicion that it is as gross an error as saying $\frac{1}{2} + \frac{1}{2} = \frac{1}{2}$, which they would never dream of writing. On inquiry, one generally finds that they have never tested their algebraic work by taking particular numerical cases.

[In such a process as adding $\frac{1}{a} + \frac{1}{b}$ it would be well at first to take the steps $\frac{1}{a} + \frac{1}{b} = \frac{b}{ab} + \frac{a}{ab} = \frac{b+a}{ab}$, and to illustrate by, say, $\frac{1}{2} + \frac{1}{3} = \frac{3}{6} + \frac{2}{6} = \frac{5}{6}$, and $\frac{1}{2} + \frac{1}{2} = \frac{2}{2} + \frac{2}{2} = \frac{4}{2} = 2$, and a few others.]

The use of the identity $(a+b)(a-b) = a^2 - b^2$ to evaluate surds geometrically (by Euc. I. 47.) is instructive.

Besides testing identities by numerical illustration, and sometimes by geometrical illustration,

and generally looking all round them and getting at their inner meanings and breadth of range, it might be well also in some cases to tackle numerical equations, not necessarily first degree equations, in the same sort of way, finding their roots by a process of trial and error, and plotting graphs of the functions concerned.

If this be done occasionally in connexion with actual problems of some interest to the pupils, so much the better. For example, before showing the Euclidean way of dividing a line into two parts, so that the square on one part is equal to the rectangle contained by the whole line and the other part, they might take an actual measured line (say, 6 inches), and divide it by guess, and test the accuracy of the guess by arithmetical trial, and so gradually improve on the first guess. Or, again, in the same problem, take it as an algebraic equation, $x^2 = 6(6-x)$ and solve it by plotting the values of x^2 for 1, 2, 3, 4, ... inches, and also plotting $6(6-x)$ for the same values of x , and seeing where the two loci intersect. Then lead the way to the correct neat geometrical solution. Afterwards, when systematically dealing with quadratic equations, you can show that the above geometrical solution, and others, such as Euc. II. 14, are particular cases of a general graphic method of solving quadratic equations said to be due initially to Thomas Carlyle. The method is so neat and pretty that it deserves to be widely known. It is this—

To solve the equation $x^2 - bx + ac = 0$.

Draw a line OB of length b , and erect on it a perpendicular OA of length a and a perpendicular BO of length c .*

On AO as diameter describe a circle, cutting OB in P and Q .

OP and OQ are the required roots.

The proof, which is easy, consists in showing that $OP + OQ = b$, and that $OP \cdot OQ = ac$.

[If the circle fails to reach the line OB , the roots are imaginary. Their values are given graph-

* a, c are drawn in the same direction if ac is positive, in opposite directions if ac is negative.

ically by finding M , the middle point of OB , and drawing the tangent MT to touch the circle at T . The imaginary roots are $OM \pm MT \sqrt{-1}$. The proof of this is not quite so easy, but would form a good exercise for advanced pupils, to whom alone this particular case of the construction would be of any interest.]

Another example of the sort of problem of some interest which could be empirically tackled (graphically) at an early age is the determination of how to cut a square piece of card so as to make a cuboidal tank of greatest capacity (by cutting squares off at the corners and turning up the edges). If it is done with a measured square—say, one with its sides 6 inches long—the results of various attempts or guesses could be plotted and the best dimensions pretty accurately determined.

But perhaps the best way of working systematically would be to work through such a book as Tuckey's "Examples in Algebra," which has lately been published by Bell & Sons. It is excellently arranged, and, as Mr. Tuckey (of Charterhouse) was one of the most energetic members of the Mathematical Association Committee in framing the algebraic recommendations, his book naturally is an embodiment of the ideas sketched out in the report of that Committee, which report should be in the hands of all interested in early mathematical education.* What I am saying to you to-day is merely an amplification of the recommendations of that Committee.

The method of detached coefficients might well be taught at a fairly early stage, as a method of shortening the labour of multiplication and division in connexion with integral algebraic functions of a single variable with numerical coefficients, or of a homogeneous or otherwise orderly function of two variables. I have found it rather a good plan to use the method on the board till any student who happens not to know it asks how

* Report on the teaching of Elementary Mathematics issued by the Mathematical Association. Bell & Sons. 6d. net.

it is done, as it seems so much shorter than his own way. It is well to point out that we actually use this method in ordinary arithmetical multiplication and division, though its simplicity is there somewhat obscured and overlaid by the necessity of *carrying*. It would be quite easy to deduce, by this method, the rule of numerical coefficients in the successive powers of a binomial: i.e., $(a+b)^2$, $(a+b)^3$, ... The method of detached coefficients makes the rule of formation absolutely clear, and the quick determination of a number of them by the pupils themselves would be found quite interesting and very useful.

When we come to variation and proportion, a few concrete illustrations could advantageously be given. We could show that variables which merely increase together are not necessarily proportional: e.g., a boy's age and his height. The needful conditions are that equal increments of one variable shall correspond to, or accompany, equal increments of the other and also that they shall both be zero together. Thus, a sum of money growing at simple interest grows at a uniform rate, but yet the amount at the end of a given time is not proportional to the time; on the other hand, the accumulations of interest are proportional to the time.

More complicated modes of increment or decrement should be also illustrated by concrete examples where possible. The most important, perhaps, is the case of a quantity which grows at a rate proportional to itself: e.g., a sum of money at compound interest. In this kind of proportion the total sum and the accumulations of interest both grow by the same law.

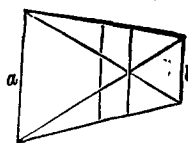
A good illustration of this kind of law is the rate of exhaustion of a vessel by an air-pump. And, in contradistinction from this, the overfilling of a vessel with air by the reversed action of an air-pump, which is a case of simple interest, is instructive. Moreover, it teaches a bit of physics at the same time, which is good. Pumping water out of a well is a good illustration of simple interest and simple proportion. The amount

pumped out in any number of strokes is proportional to the number of strokes.

All this is very closely related to the subject of arithmetical and geometric progressions, and could be made, if desired, to lead up to them.

In dealing with arithmetical, geometric, and harmonic means, geometric methods of arriving at them should be given. These geometric methods are of importance in all sorts of work. Various methods can be given for solving these problems. I will mention three.

To find the arithmetic mean of two quantities a , b , represent them by parallel lines of corresponding lengths, with their ends joined by straight (non-crossing) lines. The A.M. of a and b will be the parallel line half-way between them, contained between the joining lines.



To find their harmonic mean, join the ends crosswise as well as directly. The parallel line through the crossing point is their H.M. [Note.—The crossing point bisects this H.M.]

In connexion with co-ordinate geometry, it is easily seen that, if a straight line through a point (f, f) cuts off intercepts u , v from the co-ordinate axes,

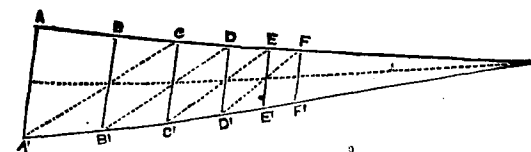
$$\frac{1}{u} + \frac{1}{v} = \frac{1}{f}.$$

Here f is half the harmonic mean between u and v . This half harmonic mean is often required in connexion with geometrical optics, electrical resistances, and other subjects, and either of the above constructions can readily be used for obtaining it graphically.

The geometric mean of two quantities can be graphically obtained by Euc. II. 14, or III. 36, or VI. 8.

Further: (1) Lines representing a series of quantities in arithmetical progression can be ob-

tained by placing a number of equidistant parallel lines between two converging (or diverging) lines. (2) Lines representing a series of quantities in geometric progression can be obtained by placing a number of parallel lines between two converging or diverging ones, so that the cross lines joining consecutive parallel lines end to end are also parallel. (3) Lines representing a series of quantities in harmonic progression can be obtained by a modification of the cross-line method of getting the H.M. of two quantities, as exemplified in the accompanying figure, where



AA' , BB' , CC' , ... are in harmonic progression, the method of construction being that $A'O$ is drawn through the middle point of BB' , &c.

[Note.—This is the kind of figure we should obtain in drawing the perspective of a vertical rectangular surface divided into equal rectangles.]

There are a number of interesting geometrical theorems connected with this figure, among the most important of which is that the cross-lines $A'O$, $B'D$, ... all meet in a point on a line through V parallel to the system of lines AA' , ...

But these matters belong to the category of incidental matters of interest. A student who has laid a good foundation will be fit now to proceed with the theory of the subject without danger of failing to understand his work. Such things as the above will be interesting, but hardly essential to his progress.

There are other things on which I should like to dwell if time had permitted, such as the approximate determination of the logarithms of numbers graphically.

There is, however, one small but important matter to which I will venture to call attention: the method of synthetic division for such divisors as $x-a$ for different numerical values of a is so

important that I think it should be given as soon as the pupils are ready for it, i.e., as soon as they are absolutely sure of their manipulatory work. It is really a species of short division, appropriate to algebra, for simple algebraic divisors, corresponding to short division in arithmetic for simple numerical divisors. If taken at the right time, it is readily learnt, and it enormously shortens a good number of important pieces of work.

But the important matter is how to begin, and that must be by digging into the very foundations of arithmetic, and showing how the algebraic work is merely systematized arithmetic, not different in kind from what the pupils have already done, but more powerful because dwelling on the essential processes without the distraction of numerical details.

To conclude. Make the algebraic ideas grow out of arithmetic, and keep the algebraic work perpetually in touch with arithmetic, and we may confidently look for sure and lasting progress. —*The Educational Times*.

INDIAN STUDENTS IN ENGLAND.

IMPERIAL INSTITUTE MEETING.

A special Correspondent of *The Madras Mail* writing from London on July 3rd says:—

As the question of how to help Indian students in London to keep straight and to derive the most benefit possible from their sojourn in this country has lately been brought to the front, the National Indian Association made arrangements for an open discussion of the subject, mainly with the object of hearing the views of the students themselves. This took place in the Jehanghir Hall of the Imperial Institute on Monday afternoon. Mr. William Coldstream presided, and his leniency in the matter of imposing the nominal time limit of "seven or eight minutes," combined with the large number of cards sent up by prospective speakers rendered necessary an adjournment of the discussion *sine die*. But so far as the discussion went, it was useful in bringing into focus the opinions of the

young men who are entitled to be heard on a subject in which they are so directly interested. Sir Curzon Wyllie was an interested listener throughout, and he will be in a position to report to Lord George Hamilton the feelings of the students as disclosed by the debate. Mr. Coldstream struck the right note in his opening speech when he appealed for frankness and practicalness on the part of the Indian speakers. The Anglo-Indians present, on their part offered their sympathy, and if need be their help—whether they could give help it remained for the Indian students to say. They made no apology for offering sympathy, for this all men needed at some time or other in their lives. Mr. Kipling, he thought, was undoubtedly mistaken in the opinion that East and West could not meet, for there were daily proofs of such meeting. The young men before him were fine vessels straining at the cables and about to set sail on the ocean of life, and it was in order to promote the prosperity of the voyages of themselves and their successors that they were assembled there for the discussion that afternoon.

Miss Manning, who was most cordially received, said that she had been struck with the great patience and endurance with which Indian students in London often faced their difficulties. English people were inclined to grumble when things went wrong, but this was a bad and useless habit, and she hoped it would not be introduced into India. The meeting was called to consider both the "Ideals and Difficulties" of Indian students there. As to the former, it would be well for students, on the outset of their sojourn in London, to carefully consider what opportunities they had within their reach for enlarging their knowledge, widening their ideas, and gaining other benefits of a thoughtful kind during their three years stay. They must devote themselves, of course, principally to study, but they should try to enter into various phases of English activity, so that they should have something to go upon in regard to any improvements they might desire to introduce and further in

their own land. One phase of English life which might profitably be studied was charitable work. Charity was widespread in India, but it consisted simply of giving, without seeking to encourage industry and self-help on the part of the recipients. That used to be the method adopted in England, and to some extent it still was apparent, but the higher form of charity was felt to be that which helped people in need to help themselves. An Indian student of her acquaintance had made himself conversant while here with all the details of the management of a people's savings-bank, and he told her that he had gained valuable knowledge which he could turn to account for the benefit of his poor countrymen in India. Another Indian student lived for some time at Toynbee Hall, and had thus come into contact with another method of helping the poor in the right way. Then as to educational matters, they would find it interesting to go to schools, make the acquaintance of competent teachers, and find out from them their methods of tuition and discipline. Then again, Indian students were prone to pass their time here without seeing anything of England, except a small part of London, and perhaps Brighton and Bournemouth. They should take advantage of vacations to go into the interior of the country. They would find it very interesting to observe the ways and habits of people in small towns and villages. They might for instance, take walking tours, and come into contact with the agriculturists, who here corresponded to the people on whose industry and energy a great part of the prosperity of India depended. Those of them who looked below the surface of life in England would be well rewarded.

After this we had a few words from Dr. T. H. Thornton, who expressed his regret that he was compelled to leave to attend another meeting, and who said that it had been his privilege for some years to serve as Chairman of the Superintendence Committee of the N. I. A. and that he could therefore claim a special interest in the important subject before the meeting.

Mr. Govind Sahahi expressed his agreement with Miss Manning that Indian students in this country should gain as much information as to the social and educational aspects of English life as possible. He defended the adoption of European customs by students, and said this was a natural result of planting British government and institutions in India. He was strongly opposed to the provision of a hostel for Indian students in London. They should mix with English people and not live together for the whole 24 hours. On the other hand, it would be very useful to start a Club not only for Indian students but also for English students who were preparing for the Indian Civil Service, and one where they could mutually discuss topics of interest to India.

Mr. M. R. B. Kadri, who returns to India this week, said that much was being done for the Indian students by kind friends at the present time. They desired to come into contact with English life in all its phases and a hostel would retard this object. As to the proposed Club, he was rather averse to starting new things when they had already sufficient institutions in existence needing improvement. To have a Club which would be used solely by Indians would be of no more advantage than having a hostel. English and Anglo-Indian friends did not want a Club, as they already had their own Clubs. The students could join existing Clubs, but many of them found the fees prohibitory, and if the N. I. A. would help them in the matter they might be able to induce the Clubs to admit them at reduced rates. He was glad to say that the Council of Legal Education had begun to feel that the Indian students had certain claims upon them. They all knew that the Bar course did not fully occupy the time of students at the Inns. He understood that the Council were prepared to carry out a suggestion that post-graduate lectures should be given, apart from the ordinary courses, on matters connected with Indian law, and these would be extremely useful to the Indian students.

IX

Mr. Sultan Ahmed said that he was a member of the National Liberal Club, but he did not know whether Indian students were eligible to belong to other Clubs (Mr. S. Digby: Yes, they are). But there was a desire on the part of many of them to belong to a non-political Club where the fees would be moderate, and where they could discuss public matters and have social intercourse with English members. There could be no doubt that retired officials were looked upon with suspicion by the students, and that they fought shy of the India Office. These suspicions could be changed into sympathies by means of a Club where all could meet on equal terms.

Mr. N. B. Wagle said he had been told that the rulers and the ruled would not mix; that the average Englishman was so fired with the idea that the Anglo-Saxon race was the highest in the world that he would not have social intercourse with the Indian. Ignorance, prejudice, and bias underlay these accusations. He for one would carry back to India the most pleasant memories of the kindness with which he had been treated in England. If there was any bitterness between the Indian student and the Englishman it was because the former had first shown a bitter and suspicious spirit. For himself all he hoped was that the Englishmen and women with whom he had come in contact would be able to say of him that he was an honest man. He believed that the Indian student would never consent to be placed under supervision such as the provision of a hostel was intended to bring about. When he first came to England, he fell into good hands: he was introduced to Sir George Birdwood who always treated him as a companion and friend. He soon felt that he had gained Sir George's good opinion and that he ought to do nothing to spoil it. This was of greater benefit to him, than the best-managed hostel or Club could ever be. If a Club was started it must be on the basis, not of supervision of any sort, but of equality and companionship.

Major Syed Hassan Bilgrami, late I.M.S., said he believed that most of the Indian students who came to this country missed their opportunities. He was not referring to the lazy ones who received their allowances, but did not work; they could not be regarded with other than contempt for their dishonesty. But he meant the average student who kept himself aloof from those who would otherwise be his friends, his English contemporaries. At Cambridge, for instance, instead of coming in contact with other undergraduates on the river the Indian youths were too ready to shut themselves up in one another's rooms the whole afternoon smoking, and talking about things on which they were all agreed. It would be much better to mix with English youths, to find out their ideas, their springs of action and their modes of thinking. In regard to the projected Club, the whole question was one of money. Any Indian student who had the means could join an English Club, and there make the acquaintance of agreeable people; but some provision needed to be made for youths who could not afford membership of good Clubs. To provide a hostel would aggravate instead of diminishing the evil of aloofness on the part of Indians. As to the suspicions said to be entertained against retired officials, this must arise from ignorance, for the ex-Civilians were as a rule most ready and willing to give their sympathy and help to their Indian friends and acquaintances. In India itself the reserve requisite for the discharge of high official duty must be taken into account. The district officer who held a position corresponding to that of Subedar in Mogul times could not be "Hail! fellow; well-met" with every Tom, Dick and Harry he might come in contact with. Not only the English official but their own fellow Indians when occupying high official positions had to maintain some reserve. To expect such officials to be on terms of great intimacy with all comers was ridiculous. The men who talked about the airs of superiority assumed at the India Office were men who had probably never met a high official either here or in India.

Mr. Parekh expressed the opinion that more good could be done by the National Indian Asso-

ciation if the governing body consisted more of gentlemen entertaining different opinions on Indian political matters. Students who looked down the list of names came to the conclusion that they were all of people who were on one side in Indian discussions. In India there was universal opposition to the idea of a hostel. The feeling was that, to make the best of their opportunities, Indian students coming here should be given more freedom and latitude than they enjoyed in their own land. The people of India ought not to be kept apart from the people of England, and Indians should make a special study of English political institutions and their management. The present political system could not long survive in India—she must progress in the direction of free elective institutions. Her sons must learn the proper methods of political progress.

Mr. Samuel Digby raised a protest against the remarks made by Mr. Davar as to the constitution of the governing body of the N. I. A. The Council was thoroughly representative of various phases of thought on Indian questions. Upon Mr. Davar's asserting that while this might be the case there was an undercurrent of suspicion and distrust against one another on the Council for some years and the feeling alleged was quite unknown to him.

The meeting having lasted an hour and a half, the discussion was adjourned to a reasonably early date to be hereafter fixed, twelve gentlemen, all of them students, having sent up their names to speak. The meeting certainly had the effect of unloosing the tongues of the students on the subject of "Their Ideals and Difficulties."

TECHNICAL EDUCATION IN SOUTH INDIA.

MISSIONARY EFFORTS.

The Rev. A. Margöschis, in the course of an article in the *Madras Diocesan Record*, remarks:—

An industrial school has been in existence at Nazareth, in the Tinnevely District, for the last 25 years, and, as it was the first of its kind estab-

lished in Southern India, some account may be given of it as typical of other similar institutions privately conducted. An orphanage, formed in the famine of 1876-7, was the nucleus of the school. Carpentry and tailoring were the only trades taught to begin with, but weaving, and lace-making were soon added, and drawing, Indian embroidery, blacksmith's work, and type-writing make up the complement of eight industries in which instruction is now given. When the Missionaries commenced female education in Tinnevely, a century ago, the natives remarked "they will teach the cows next." That phase of the question is passing away, and, for 16 years, native girls at Nazareth have been successful in the Matriculation Examination of the Madras University, whilst two years ago, a Tamil girl from Tinnevely, for the first time took the B.A. degree, and, in some schools, the boys are taught by trained and qualified mistresses in place of masters. But progress in industrial education is necessarily very slow in India where every novelty is regarded with suspicion, and as contrary to *Mamool* (custom). In Europe there are trades-unions or guilds which bind artisans together for defence and attack, and thus they make rules and regulations for themselves, and, often enough, for their employers too. In India, caste operates in a similar manner, and each trade is jealously guarded as the family heirloom of each particular caste. In commencing industrial schools in the mofussil, especially at places distant from large cities and towns, the feeling that their "craft is in danger" leads to industrial schools being boycotted by men of the artisan (Asari) caste, so that, although they will accept work in them on good pay, they sedulously avoid teaching any trade secrets to pupils not of their caste. There remain, therefore, two courses open, either teaching must be more or less restricted to boys of the artisan castes, viz., carpenters, blacksmiths, goldsmiths, stonemasons, and braziers,—and this is the policy adopted largely in one section of Indian institutions,—or an attempt must be made to permeate the masses, and to propagate the benefits of technical instruction to all classes regardless of caste, which is the plan adopted in all institutions supported by

Missionary bodies assisted by Government grants. In the one class of institutions, the programme is limited, and chiefly confined to castes which have a special aptitude for learning handicrafts, whilst in the other (Missionary) class the results will not be so uniformly encouraging, as the material to work upon is inferior; but there will be a more general and widened "levelling up" all round. The sons of artisans, naturally, according to the caste system, must become artisans, and their training on Western lines will be productive of improvement in their methods of work, so that it is desirable to include them in the scheme of technical education, but whether this should be done to the exclusion of outside castes is a matter fairly open to question. The policy of Government, hitherto, has been to give instruction freely to all, but the actual working out of that policy is difficult, and, a word of trouble is avoided by adopting the caste system, and having three-fourths of the pupils of the artisan class who readily flock to such industrial schools, where they can get an ample scholarship for learning their own trades, taught them by their own castemen, and which they would naturally learn in their own houses at home.

The problem of how best to propagate the knowledge of handicrafts and useful arts in schools, amongst boys and girls of school-going age, leads to the question of the apparatus to be generally adopted in giving instruction. Should European machinery take the place of the simple and inexpensive plant used by natives or not? To take a case in point; the price of a Jacquard loom in Germany was found to be Rs. 375 (£25), whilst a loom made by an Indian carpenter, which would turn out similar work, but, of course, less expeditiously, was made locally at a cost of Rs. 15 (£1). A weaver is, generally, a poor man and, although he may have learnt the use of the European loom, it will be impossible for him to have one of his own at least for some years after leaving a well-equipped industrial school. But it would be within his means to obtain a loom locally made, and this remark applies to nearly all of the apparatus used in the different handicrafts. It seems desirable to teach pupils to make

use of all the native tools and apparatus of the various handicrafts, excepting only when their use is distinctly bad, and, also, to utilise, as far as practicable, European methods and tools. It may, perhaps, be conceded that, as a matter of fact, the scientific apparatus and methods adopted by the pupils of technical schools, conducted on European lines, will not, ordinarily, be made use of when the trained pupils once leave these schools and are thrown on their own resources to gain their livelihood in their own villages.

It is generally allowed that this is a period of transition in the history of a native Indian life. There are a large number of graduates and undergraduates of Indian Universities who fail, year by year, to obtain "proper employment," which in ordinary native parlance, means Government service. The supply of these men being greater than the demand, many are, perforce, left without work, and they appear before the public as platform orators, or as contributors of articles in the vernacular press which are not always of a loyal nature. It is to remove this troublesome factor in the state, that Mr. Tata, of Bombay, has recently provided a handsome endowment for a Scientific Research University.

In the meantime, the Government programme is of a less ambitious, but none the less useful, nature, and when full advantage of it is taken, and over-advanced literary education receives its *quietus*, and is removed from its pedestal, then the answer will be obtained to the old question:—

"When Adam delved and Eve span
Who was then the gentleman?"

OUR ENGLISH LETTER.

CAMBRIDGE, June 1903.

In spite of Solomon, this seems to be really an age of new things. Not only are we passing through a series of political crises of a probably unprecedented kind, but the desire of change seems even to have seized those conservative bodies the older universities. That Oxford should desire a school of Modern Languages would, a few years ago, have seemed almost impossible;

and yet, the other day, the President of Magdalen introduced a motion for the purpose of establishing such a school; and, what is more, he succeeded in passing the preamble by nineteen votes to fifty-two. In spite of the vigour and ability of some of the opposing speeches, the proposal, with or without modification, is likely to go through; for it is rarely indeed that a preamble is passed without securing the success of the substantive measure. The main dispute will probably concern itself chiefly with the question of conversational ability. Many speakers, curiously enough, in their zeal for the old Oxford ideal of 'culture,' would not admit that the power to speak a language had any educational value; and we shall find that there will be a strong opposition to allowing such knowledge to have any influence in settling the class of the candidates. They will admit, but not encourage, this practical view of modern languages. A man may possibly secure himself a fourth class by brilliantly overwhelming the examiner with the fluency of his speech; but beyond that he will gain nothing. Half of the examination will be philological, the other half literary. If these proportions can only be kept, something will have been gained; but, in view of what has happened in other schools, it is to be feared that philology will encroach on the domain of literature. It is, unfortunately, so much easier for examiners to set philological questions than to test literary knowledge, capacity, and taste, that they generally yield to the temptation.

In Cambridge, also, change is in the air. It is proposed to establish an Economical Tripos. It is true that the Historical Tripos includes Economics as one of its subjects; but it is contended that the subject is too wide to be a *parergon*, and ought to stand on its own merits. The plan is supported by Professor Foxwell; and Professor Gwatkin, a leader in historical studies, is willing so to alter Part I of the History Tripos as to meet the proposal half-way; but the scheme is opposed root and branch by other, almost equally distinguished authorities, such as Dr. Cunningham, Mr. Tanner, and Mr. Stanley Leathes; nor does it appear likely that it will pass. I shall be

able to give fuller information as to its fate in my next letter.

At the moment at which I am writing, the House of Commons is away for its Whitsuntide vacation, and the London Education Bill remains for the time suspended. But the proceedings of the previous session were indeed so extraordinary that no one need be surprised whatever should happen to the bill in the future. As introduced, the nominally supreme authority was to be outvoted on its own committee. A second reading was given to the Bill only on the distinct understanding that drastic changes should be allowed. In committee the thirty-one Borough Council members were at first declared to be absolutely necessary. They were then reduced to twelve, the result being that the representation of the Boroughs was lumped together in a quite unworkable way. Finally, the twelve also disappeared. And in the last scene of all of this strange eventful history, Sir William Anson appeared in the morning with the assertion that he had thought the question out on all sides, and that his mind was made up. He was, however, so mercilessly raked by Sir John Gorst and others on his own side, that, in a few hours, he declared that he was much impressed by the arguments brought forward, and retreated from his position. These arguments, by the way, were such as *must* have occurred to any one who had considered the question for half an hour; yet to Sir William Anson they appeared as new! The Government has indeed done the right thing, but it has done it in such a way that it has lost all respect. It was, indeed, only saved from utter destruction by the votes of the Irish, given, not of course on educational grounds, but with a view to a coming Land Bill. Meanwhile, the opponents of the measure are encouraged to ask for more on Report.

The working of last year's Act continues to be anything but smooth. The refusal to pay rates, threatened by the 'Citizen's League' long ago, began at Weston-super-Mare, was strengthened by a remarkably able manifesto from Oxford, and is certainly spreading all over the country. Nothing like this movement has been seen since 1832. Its wisdom is open to question; but it

might all have been avoided by the exercise of a little sagacity and moderation on the part of the Government. Instead, however, of even attempting conciliation, Mr. Balfour has from the first taken the line of no concession; and the result is that on a single evening, at Leeds, a thousand sober heads of families solemnly vowed to refuse the rate. It is useless to pretend that all this, whether right or wrong, is of no importance. This sublime attitude of indifference is doing more to injure Mr. Balfour's position and repute than any other single cause.

It is often interesting and instructive to see ourselves as others see us; but the interest is purchased at the cost of the instruction in such a book as Mr. Lawrence Hutton's 'Literary Landmarks of Oxford,' recently published by Messrs. Scribner of New York. Mr. Hutton professes to have worked hard, and to have consulted all the authorities open to him, from elaborate histories down to Guide-Books; from Anthony Wood to Mr. Wells; but the result is not satisfactory—apart from the illustrations, which are exquisite. What is to be thought of a man who spells Brasenose Brasenose and Conington Conington; who thinks that the famous Martin Routh (President of Magdalen College for an unprecedented number of years) was Headmaster of Magdalen College School; who calls that same school Magdalen Grammar School; who denominates a scholar of Magdalen now a 'Demie' and now a 'Deme' but rarely a 'Demy'; and who, in describing the Oxford of the last twenty years, forgets to mention Thomas Hill Green and Mark Pattison, two men of totally different characters, but perhaps more typical of Oxford than any other two that could have been selected? He is full of recollections of 'Tom Brown at Oxford' and of 'Verdant Green'; can he be possibly ignorant that in 'Robert Elsmere' Green and Pattison are two of the most distinct and recognisable figures? University College, which, by the way, he seems to think, is commonly called Varsity, supplies him with a witticism about Shelley. The poet, he says, wrote a pamphlet upon the necessity of atheism; whereupon his preceptors did not see the Necessity of Shelley, and summarily expelled

him! Yet this is a book which has been favourably reviewed in a dozen American periodicals! Let us hope that before a new edition comes out Mr. Hutton will have enjoyed the benefit of a year or two at Oxford as a Rhodes scholar.

A delusion so widely spread that we wonder Mr. Hutton does not share it, is that Oxford University is a rich institution. The very reverse is the fact. A few of the colleges, indeed, are not badly off; but the University itself is as needy as Lazarus. Last year, for example, the deficit was no less than four thousand pounds. To remedy this, Dr. Franck Bright, the well-known historian, proposed that the Matriculation fee for the next academical year should be raised from fifty shillings to seventy; and, though this proposal was lost on the ground that it would be special and partial legislation, yet another, to the effect that the fees should be *permanently* raised, was passed as far as its preamble, and will probably, in due course, go through without serious opposition. It must be remembered that at Cambridge the Matriculation fee is precisely double what it is at Oxford; and even so the University hardly pays its way.

CONTEMPORARY EDUCATIONAL PERIODICALS.

I. Indian.

Indian Education has now reached the end of its first volume. In the current number the editor gives his impressions of education in Ceylon. Higher education in that island he tells us has only an English side, not as in India, an Oriental one also. The second language is usually Latin; and nobody seems to care much what it is. The variety of examinations amounts to chaos. Yet 'the educational system of Ceylon certainly succeeded with the last generation of its pupils. I met not a few men who had been educated entirely in the island who possessed a high degree of culture and a broad outlook on the world.' Mr. Fraser doubts whether the select spirits of this generation are or will be quite as virile and as truly cultured.

One of the staff of the Government Training College at Allahabad contributes a useful article on 'The Teaching of Indian History' and Mr. Vishnu M. Mahajani deals with the answers of candidates in Sanskrit at the last Bombay Matriculation Examination. Mr. Michael Sadler writes a short article on 'The Two Currents in the New Educational Movement' which we should have to quote in full if we quoted it at all.

In *The Madras Christian College Magazine* for June there is no article of distinctively educational interest. The editor reviews Mr. Natesa Sastri's little book on 'Hindu Feasts, Fasts, and Ceremonies.'

Father Sewell returns to the fray in *The Mangalore Magazine* with a paper on 'The Defect of our Educational System.' At the bottom of the mischief (which, is, being interpreted, the congestion that has resulted from a multiplicity of subjects) lies the fact that our examinations are made the avenues to public service. There is also the first instalment of a history of St. Joseph's College, Trichinopoly.

The Indian Ladies' Magazine is now entering on its third year. Mrs. Adam, one of the lecturers at Girton, describes the Cambridge colleges for women and G. A. R. contributes 'A few words about the Education of Women.' The Editor takes Mr. Audiparaniah to task for his recent remarks on Female Education.

We have also received *The Hindustan Review* and *Kayastha Samachar*, *The Dawn*, and *The Punjab Educational Journal* (March number). This last contains an article by the Editor on 'Some Guiding Principles of School Work,' and the usual variety of 'Class-Room Aids.'

II. British and Foreign.

Journal of Education.

Of the "Occasional Notes" in the *Journal of Education* the most important series deals with the probable effect of the 1902 Act on the pupil-teacher question. It can no longer be claimed, we are told, that the pupil-teacher's education is primary in character; but in small towns and rural districts it can at present only be provided

in elementary schools. A duty lies with the local authorities to arrange for its being given in the existing secondary schools. Our contemporary's proposal is briefly this, "The would-be teacher should take one of the ordinary county minor scholarships from the primary to a secondary school. He should remain at the school as an ordinary scholar, doing the full curriculum until the age of sixteen. He would then become a 'half-timer' for two years. . . . The only real difficulty would be to arrange a time-table. A little goodwill upon the part of head masters would minimise the obstacle. Where the pupil-teachers were numerous they might form a sort of department of the school, but always under the control of the head master. An immediate advantage resulting from an almost uninterrupted education up to the age of eighteen or nineteen would be that the student would enter the training college with a much sounder knowledge of his subjects than is the case at present. . . . Under the new arrangement one year would be sufficient for training in the science and art of education. At one stroke of the pen the accommodation in training colleges would be doubled, and a very pressing problem would be on the high road to solution."

An article in the same paper discusses the future of university education of women in Ireland in view of the proposed reforms of the R.U.I. The conclusion arrived at is that there is no possibility of founding efficient women's colleges to form part of the reorganised institution, but that women should be admitted on equal terms with men to the Queen's Colleges. In the correspondence columns Miss E. M. Colman replies at some length to Miss Longhurst's article, "Women and University Life" in the May number. We quote one passage:—"Lastly, we are assailed, as teachers, for aiming merely at what pays. Is there, then, no foundation for our belief that a University woman, more than any other teacher, detests and shuns mere cram, and clings to the belief that keenness and a love of work are far above mere knowledge? It is easy to speak scornfully of what pays; but take practical examples, and who deserves the scorn? e.g., A must

qualify to learn her living at once; otherwise her younger sister must leave school at fourteen. B is a born teacher but cannot afford her training without a scholarship. Given facts like these, surely one must do what pays. But is the average University woman content with this? By every means in our power we pull in, and push in, and drag in what is worth knowing and doing for its own sake, and not for the material gain."

In the supplement of the *Journal of Education* appears the first half of the Teachers' Register, Col. B. We note that of these 968 names 310 have London University qualifications appended. This is an indication of the very important work London University has been doing in supplying our secondary schools with well-equipped teachers. The same supplement also contains an article on the education of Prince Rupert (he matriculated at Leyden at the age of nine!), and a lament by Lily Steuart on the decadence of the taste for reading among young children. After recalling her own youthful devouring of such books as Kingsley's *Heroes* and Ruskin's *King of the Golden River*, the writer continues, "Only to mention these old favourites to a contemporary of one's own is to call forth the ready, loving appreciation of the masterpieces they truly are. But a remark on them to a nephew or niece might condemn one to hear some such rejoinder as 'The Heroes? Oh, yes! we held it last Easter for a holiday tag. Read it? You're rotting! What fellow ever read his holiday tag except a hopeless swotter like Smith major—a chap that doesn't know one end of a bat from another and funks socker?' or 'Oh, yes! I had to get up *The King of the Golden River* the year I went in for the Oxford Junior Local. It was quite an easy book; but I didn't care for the paper we had on it. We were actually asked to tell bits of the story in our own words, and there were hardly any questions on the notes. I and the other girls had spent ages learning them. And there wasn't a single question on Ruskin's style! Wasn't it a shame? And I had read that bit about it in the introduction just before I went into the exam-room on purpose to have it all

pat, and I could have written a splendid answer on it." *Mutato nomine de nobis fabula narratur.*

The Educational Times.

The two chief features of the June *Educational Times* are the reprints of parts of a presidential address delivered by the superintendent of Public Education at Cape Town to the Educational Section of the new South African Association for the Advancement of Science and a full report of a College of Preceptors' paper by Mr. J. Adams, the London University Professor of Education, on "Psychological Coefficients: or, the Method of Classifying Pupils according to Natural Gifts." The suggestions in the latter for keeping records for children's natural characteristics will appeal to enthusiastic and not overworked teachers; and the whole paper will be profitable reading to candidates for any teaching diploma. We hope to reprint it in an early issue.

The School World.

The *School World* for June is a special Nature-Study number, eight articles treating phases of this popular subject. In the first, "A Nature-Study Library," Mr. O. H. Latter describes how a teacher with five guineas to spend may procure the most suitable books for the purpose. By way of preliminary he defines nature-study as "those branches of natural science which are, or ought to be, to a large extent conducted out-of-doors; the subjects that usually claim the attention of school natural history clubs. These are geology (using the term as inclusive of physical geography), botany, and zoology, or the natural history of animals. Nevertheless, it must not be forgotten that it is impossible to proceed more than a very short distance with any one of these three without at least an elementary knowledge of physics and chemistry." Later on Mr. Latter utters a useful warning against the encouragement among children of mere collection—the unintelligent accumulation of possessions.

Mr. Clayden follows with instructions illustrated by reproductions for the photography of clouds and lightning, and Professor Gregory explains with diagrams the construction of a hori-

zontal sun-dial and emphasizes the educational value of studying the motions of the heavenly bodies. A more comprehensive article is Mr. Hugh Richardson's on "The Young Naturalist's Outfit." His directions are practical and feasible, and in all cases he gives the names of firms whence the articles can be procured, and their prices. Mr. R. B. J. Lulham writes of "The Use and Care of Aquaria and Vivaria," telling how these may be most simply constructed and adding lists of suitable occupants.

"Botany as a branch of Nature-Study," by Miss Lilian Clarke, B.Sc., is a detailed and interesting account of the work done by the girls at James Allen's School, Dulwich, the first school at which a special botanical laboratory has been erected. It will be of particular value to mistresses of high schools wishing to introduce the subject. Miss Clotilde Van Wyss, writing on "Material for Nature-Study Lessons," suggests how the hard-worked teacher may with least effort get his stock of simple material together. The apology for the cruelty to animals involved is hardly necessary. "The Development of a Chick," by Mr. Ernest Stenhouse, B.Sc., instructs the teacher how to give a practical lesson in embryology by the study of eggs at various stages of incubation. It is illustrated by excellent diagrams.

Only one educational society confines its membership to past or present private teachers—this is the Private Schools Association, Incorporated: its history is well summarised in the *School World*. Founded so long ago as 1878 the Association only numbered 177 members in 1891: by 1895 the membership had grown to 600, and a chapter of incorporation was obtained; up to 1900, the number of members remained stationary. During the last three years, however, the committee has exerted great efforts with so satisfactory a result that there are now some fifty local branches of the Association and fifteen hundred members. Two other features of general interest in this *School World* are a summary of the reformed course in mathematics at Cambridge pass examinations, and an explication of the use of the stereoscope as an aid to class teaching in schools.

Miscellaneous.

"Private Schools and the Education Authorities" is the title of the leading article in *Secondary Education* for June. "In dealing with Private Schools three courses seem to be open to these new Authorities—first, they may totally ignore private schools, and build county schools so far as they are able in competition with, and opposition to, them; secondly, they may without assisting them, not actively oppose them; and, lastly, they may give them that help which will enable them to take their right and proper place in the country's educational scheme. It seems almost certain that the County Authorities will adopt either the first or the last course. The adoption of the first course means the almost total abolition of private schools. Looked at from the rate-payers' point of view, it means a very large expenditure of public money, a great increase in the rates. Viewed from the educational standpoint, it does not necessarily mean increased efficiency in education. Should the County Authorities take up such an attitude in England, the principals of private schools will deserve the blame. It is because we have failed to combine, because we are too much wrapped up in our own personal interests to see that 'United we stand, divided we fall.'" The moral of course is "make your school efficient and join the Private Schools Association." For ourselves we do not think any injustice to deserving private schools need be feared.

In the *Pedagogical Seminary* (Worcester, Mass.) current quarterly issue, Mr. E. J. Swift, Fellow in Clark University, has a very readable article "Standards of Efficiency in School and in Life." More than half of it is devoted to quotations from biographies and autobiographies showing what fools a number of great men and women were voted by their parents and school teachers. The list of dunces includes Charles Darwin, Harriet Martineau, Sir Isaac Newton, Wordsworth, A. Von Humboldt, John Hunter, and many others. A paper by W. G. Chambers on "The Evolution of Ideals," is a good example of the transatlantic child-study method. It is interesting to note that of 1,200 boys to whom the question "Who

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would you like to be?" was put, 5 per cent. answered Roosevelt, 1.4 per cent. Carnegie, 1.1 per cent. Edison, 1.1 per cent. Columbus, and 0.9 per cent. Buffalo Bill. Rockefeller and Pierpont Morgan were quite out of the running.

"Overlapping" seems to trouble the United States educationist no less than our own, in spite of the precisely graded system of education from grammar (i.e., elementary) school, through high (i.e., secondary) school, and college, to university. This at least may be inferred from the fact that of nine papers prepared for the Harvard Teachers' Association and reprinted in the May *Educational Review* (New York), five deal more or less explicitly with the difficulties of the top and bottom forms in the schools. Three of the four other papers treat questions of the cost of expenditure in a most liberal spirit. President Eliot told incidentally of a Boston newsboy who at the age of thirteen-and-a-half had saved 945 dollars towards a college career. We are afraid that there are no such boys in this country; but the personal authority of the President of Harvard University leaves no room whatever for doubting the above statement—extraordinary as it may appear.

The July number of *The Practical Teacher* is largely a holiday number and contains accounts of several 'Practical Trips for Practical Teachers.' An appropriate tribute is paid to the memory of the late Mr. T. G. Rooper, H. M. I. The class-room aids are, as usual, of the highest quality. There is a good article on 'Our Model Infants' Schools.'

Reviews and Notices.

A Grammar of the Kannada Language in English, comprising the three dialects of the language (Ancient, Medieval, and Modern), BY DR. K. I. TEL, pp. vi and 483. Half-binding. Mangalore Basel Mission Book and Tract Depository. 1903. Price Rs. 5 8-0.

Kanarese has hitherto not received such attention from European grammarians as has been shown to some other Dravidian languages, and for many years there has been felt a great need for some authoritative grammar of Kanarese on

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European lines which would serve the purpose of European students of the language, and at the same time be a reference book for the comparative student of the Dravidian tongues. These needs will in part be met by the Grammar on the Ancient, Mediæval and Modern dialects of Kanarese by Dr. Kittel which has been issued this month from the Basel Mission Press. Dr. Kittel is already well-known to students of Kanarese by his Dictionary which appeared in 1894, a book which, though not wholly approved by Mysore Pandits, is likely to remain the standard reference book for many years. Therefore he is probably the best qualified for the task we have indicated; and as such he has had the encouragement of the Government of India, and also of the Governors of Bombay and Madras, and the Governments of Mysore and Hyderabad.

The volume before us bears abundant traces of scholarship and careful labour, and will greatly serve the cause of education; nevertheless we confess to some feeling of disappointment at the work achieved by so great a scholar, and would fain see it amended and re-arranged in a future edition. It is based on the "Shabdamanidarpana" of Kesava, a famous grammarian of about 1225 A.D. Dr. Kittel says of him "The terminology of this his Grammar is simple and fit for the three dialects of Kannada. At the same time it will be interesting to learn the general way of an ancient native scholar's teaching Kannada Grammar."

Doubtless that is interesting, but it seems to us that the purpose of Dr. Kittel would have been more certainly achieved if he had not bound himself to the method of the old grammarian. For in the arrangement before us certain parts of speech receive complete treatment only in widely separated chapters, e.g., verbs are treated of in the third, fifth, twelfth, nineteenth, twenty-second and twenty-fourth chapters. This arrangement is not without reason, but we think the reasons for more concise treatment far outweigh those on which the present method is based. Full indexes of both Kanarese and English enable the student to find his way through the present disorder, nevertheless we think the arrangement loses clearness and force. Four and a half pages of errata are accounted for by the fact of the author being resident in Germany while the work was being printed in India. This compares ill with the works of Dr. Pope which have been printed in Tamil and English in England, and are issued remarkably free from mistakes.

Dr. Kittel has introduced the forms of the three dialects together so that the student can

easily compare the one with the other. This is somewhat to the disadvantage of the man who turns to the book for instruction in the modern language only, but no other system could meet the purpose of the book. As we have studied the book we have felt the desirability of the insertion of a short history of the language, since its three dialects are dealt with, but as the grammar is already long the defect is possibly a virtue.

The vastness of the research involved in this volume will appear when we say that it extends over ten centuries; and over the varied dialects of the Mysore, the Southern Mahratta country, and the West Coast.

The parts of the book which deal with the translation of English idioms into Kanarese, and with Kanarese idiomatic phrases, are full and scholarly, and replete with examples in Kanarese drawn from a wide field. A chapter on 'Repetition' which treats of the idiomatic repetition of various parts of speech is most instructive. Some of the matter found in it may be found in the chapters treating of the respective parts of speech, but the grouping of them impresses the student with this peculiarity of the language, and will facilitate their correct use especially by Europeans.

The chapter on syntax, and much other syntax given in other parts of the book, is valuable. It is already long, but the auxiliary verbs so called, and other verbs of distinct meaning which are also used idiomatically, might profitably be given a few more pages, even though it were at the sacrifice of some matter on the compound bases.

We have been led to consult, on some of the points treated, Caldwell in his "Comparative Grammar," especially on the participle, relative participle, and negative verb. Caldwell gives several Scythian analogies which tend to the conclusion, at which Dr. Kittel also arrives, that the relative participle is the result of adding the possessive case ending to the verbal participle. On the negative verb, however, these authorities differ. Caldwell maintains that this negative verb contains an "n" negative which still appears in Telugu though it has dropped out of both Tamil and Kanarese. On the other hand Dr. Kittel holds the opinion with regard to Kanarese, with which alone he has to do, that there is no actual negative particle in the verb, but that its negative quality is drawn from the infinitive from which it is derived. The infinitive he says was once a verbal noun, the meaning of which was at times future; and hence the action of the negative verb derived from it is negative

because the act is still in the future, as yet has no existence. Each student must choose for himself which scholar he will stand by in this interesting discussion.

The English student of this book will find his study of grammars in the vernacular, and his discussions with Native grammarians, considerably helped by the insertion in brackets of the commonly used Sanscrit grammatical terms side by side with the English terms.

To go further into detail would be wearisome, so we hasten to a final expression of our opinion of the volume before us. It is not all we looked for from such a well-known scholar as Dr. Kittel, nevertheless the advanced student who is possessed of the gift of patience, and is willing to study scholarly detail, will find this a reliable grammar for all branches of Kanarese. Like the Dictionary by the same author it will probably be the chief reference work available for many years to come. In conclusion, we think the author would do well to use some of the matter found here in compiling an English primer to Kanarese, sufficient to prepare the student for the study of this more comprehensive work.

Hand-books of English Literature (EDITED BY PROFESSOR HALES)—*The Age of Shakespeare*, BY THOMAS SECCOMBE and J. W. ALLEN, in 2 Vols. George Bell & Sons. Price 3s. 6d. each.

These two volumes on the age of Shakespeare will be welcomed by students of English Literature, both for their intrinsic merit, and because they complete the admirable series of hand-books upon this subject, the rest of which have been in the hands of the public for some considerable time. These hand-books now form a continuous history of English Literature from 1346 to 1870, excluding the unproductive century and a half from 1400 to 1579—a history that, escaping the necessary scantiness of an 'Outline,' falls short only of a systematic study of the whole of English Literature itself—and who has time for this, or the opportunity?—as a means of acquiring a sound and appreciative knowledge of this important subject. The authors of "The Age of Shakespeare" have done their work in a masterly and at the same time an independent manner. They do not hesitate to condemn, one might almost say ridicule, *The Faerie Queene* in one of its aspects, though they express their admiration for it in another; 'feeble and inartistic,' 'pointless and feeble' is their judgment of parts of *Macbeth*; while Beaumont and Fletcher's *Philaster*, to a weakness for which we must plead guilty, comes

in for half a dozen pages of derision. Nor do the commentators and critics escape their lash—"The contention," say our authors, "as to whether the enchanted isle (in *The Tempest*) should be identified with Malta, Lampedura, or Coreyra, is richly illustrative of the crazy side of Shakespearean critical controversy."

In a somewhat quaint introductory note the joint authors declare that they have overwritten the original drafts so completely as to render it almost impossible to identify the authorship of particular passages. To this 'overwriting' is probably due the exuberance of foot-notes in both volumes which, to our mind, is rather a nuisance. Some of these contain needless repetitions of the text, as for instance the remark about Thomas Drant in the foot-note on p. 5, Vol. I, which is also found in the text on the next page; and the same may be said with regard to the note on p. 44. The reference on p. 22 to p. 40 is merely annoying. If it is intended to show that the *Amoretti* is among the poems of Spenser arranged there according to date, it is unnecessary; if the reader expects to find there the name of the mistress who is revealed in Sonnet 74 he will be disappointed.

But these are small matters and not to be weighed against the undoubted merits of the book, among which the happy gift of pleasing phraseology that charms the reader with delightful frequency is not to be reckoned the least. We have space for but one example. "In *Romeo and Juliet* and *King John* Shakespeare leaves Marlowe further behind him and moves onward freely; in *A Midsummer-Night's Dream* he enters into sovereign possession of his own faculty. From that time onwards he goes from strength to strength."

A New Student Atlas of English History, BY EMIL REICH, DOCTOR JURIS. Macmillan & Co. Price 10s. net.

This Atlas attempts to be, in the words of the author, 'a cartographic complement to John Richard Green's *History of the English People*.' Happily there is little need now to impress upon students of History the necessity of atlas work; the danger at present is that he is tempted to content himself with the atlas and neglect the drawing of maps for himself. On this point Dr. Reich has some timely words in his preface. There are 55 maps in the volume nearly all of which have elucidatory notes. The book cannot fail to be of the highest service to advanced students, who will find the author's cartographical devices

both ingenious and effective. The last three maps are, we fancy, unique; they aim at showing the geographical distribution of British genius as represented by prominent men and women of thought and action on the basis of the data furnished by the Dictionary of National Biography. We find, as we might have expected, that Wales is strong in poets and divines; Devon, Kent, and Yorkshire in eminent soldiers; and the latter county also in scientists. London and Middlesex are deficient in inventors and in soldiers. These are only a few samples of many interesting correlations between locality and genius.

Matriculation Modern History, BY C. S. FEARENSIDE, M.A. W. B. Olive, pp. xx. 376. Price 3s. 6d.

The University of London (like the University of Madras) has revised the Matriculation Syllabus in Modern History which now includes 'the general course of English History from 1485 to the death of Queen Victoria, with some reference to (the contemporary History of Europe and) Colonial developments.' The University Tutorial Press, always mindful of its clients' interests has accordingly published this book, the main features of which are the attempt to observe a due proportion between the various periods handled and a careful division of the subject-matter into parts, chapters, and sections, each of which has a real unity in itself and a real connexion with its neighbours. Mr. Fearenside cannot be called a 'delightful' historian, but at any rate he is a safe guide, and every page bears witness to his wide knowledge and sound judgment.

Greek History for Young Readers, BY ALICE ZIMMERN. With Illustrations and maps. Longmans, Green & Co. pp. xxiv. 373. Price 4s. 6d.

We like this book and can cordially recommend it. In spite of its title it is by no means a childish production, and if it were used in India the teacher would certainly have less to do in the way of interpretation of the *verba ipsissima* of the textbook, and the scholars would probably learn more than from a more abstruse work. The style is easy and clear, but terse and dramatic enough when occasion demands it. We have only three or four slight criticisms which in no way detract from the outstanding merits of the book. The statues need not have been emasculated, the coloured maps are hardly up to the mark, the avoirdupois is a little excessive, and the price should have been lowered by a shilling or eighteen pence.

A Short History of Rome to the Death of Augustus, BY J. WELLS, M.A. Methuen & Co. pp. xii. 353. Price 3s. 6d.

This is the fourth edition of one of the most useful and popular histories of Rome known to us. The author has inserted a few new points chiefly in connection with some of the battles; otherwise the book stands where it did, being indeed scarcely possible of improvement. The name of William Brendon and Son of Plymouth, printers, was not previously known to us; we shall look out for it again after this excellent specimen of their work. The book is very light to hold, and in no sense heavy to read.

An Ancient History for Beginners, BY G. W. BOTSFORD. With maps and numerous illustrations. Macmillan & Co. pp. xvi. 494.

If the American youth can assimilate this book in one year without neglecting his other studies, we are quite prepared to acknowledge his superior capacity. In a book with this title we think a larger proportion should, now-a-days at least, be given to Egypt and the Asiatic nations. Dr Botsford is particularly well equipped for his task and he has performed it with ability and care; and such misstatements as we have come across, for example, that Sappho wrote ballads, are on the whole trifling and infrequent. The format of the book is on a level with the excellence of its contents; paper, type, binding, illustrations, are alike unimpeachable.

The Revival of Village Organization, BY LALUBHAI SAMALDAS. 'Times of India' Press, Bombay.

This is an interesting booklet. Collating writings of Sir Henry Maine with some of Mr. Baden-Powell's, the writer holds that there were originally in India two types of villages, one that had, and one that had not, an appearance of joint or common ownership. Sir Henry Maine classified all under one head—the joint village. The present writer observes that this generalisation may be accounted for by the fact that sufficient information of the organisation of the Raiyatwari villages of Bombay and Madras was not available to Sir Henry. He holds, however, that despite the difference between the joint-villages and Raiyatwari villages, there are certain points common to both types. He deems it possible, upon the basis of what is common to both, to draw up a general scheme for the revival of village organisation, which with a few necessary changes may prove workable in both types of villages. This is a matter that should be of peculiar interest in the

State of Mysore, for what is urged at present is merely the selection of a few typical villages, and the introduction within them of a sort of experimental scheme of reorganization. If this process of reorganization is possible at all, it should be nowhere more easily carried out than in a Native State, such as Mysore. The question whether it is possible only demands attention, provided that there is a consensus of opinion as to the desirability of such a reorganization as that which has been suggested. This is a point that demands study. To judge from many historical records, the village system worked admirably in India; but it is probable that such records have largely ignored the darker side of the system, and have shown only, or chiefly, the successes achieved.

A Primer of Historical English Grammar, BY BERTHA M. SKEAT, PH.D. Blackie & Son. pp. viii. 119. Price 2s. 6d.

This is a skilful and attractive compilation based on the works of Skeat, Nesfield, Morris (revised), Emerson, and Low. The topics of chief interest and importance have been carefully selected, and while a few examples of all the leading points have been given, many more instances have been excluded, in order to avoid an undue preponderance of detail. The book will be found of particular value in the work of revision by B.A. candidates.

The History of Henry Esmond, Esq., BY WILLIAM THACKERAY. With Introduction and Notes. BY A. A. BARTER. A. & C. Black. pp. xxviii. 480. Price 2s. 6d.

This 'School' edition has apparently been put together somewhat hastily to meet the wants of English pupil-teachers reading for the King's Scholarship Examination. The introduction which is a very unpretentious piece of work is sandwiched between Rachel Warrington's Preface and the story itself. Two appendices deal respectively with "Literary Allusions in Esmond" and "The London of Esmond." The notes are very thin ('Gelding = horse is not an unfair sample'), and sometimes worse ('aliquo praelia mixta mero' is given as 'drunken brawls'); but a map illustrating Marlborough's campaigns, and plans of the battles of Blenheim and Ramillies are helpful.

Scattered throughout the various volumes of Messrs. Macmillan & Co.'s *Elementary Classics* are a number of illustrations explanatory of ancient

religion and mythology, history and antiquities, buildings, cities and countries. These have now been collected into one thick volume by Mr. G. F. Hill, of the British Museum, well-known as an archaeologist and numismatist, who has furnished the necessary letter press. The volume (*Illustrations of School Classics*), is a step in what we believe is the right direction, to wit, texts with no, or very few, notes, supplemented by such books as the dictionaries of biography and antiquities, Gow's 'Companion,' and the present volume. The book forms a capital work of reference; it is priced at half a guinea and published by Macmillan & Co.

Blackie's Standard Shilling Dictionary can confidently be recommended to the junior students of our colleges, and if really used, by them should do much to lighten the teacher's burden in class. For senior students a dictionary which furnishes etymologies is more advisable. No one, however, can quarrel with the quantity or quality of this shillingworth; the appendices alone are more than worth the money. Especially useful are the first and the last dealing respectively with the terms and measures used in physics, engineering, etc., and with illustrations (nearly a hundred in number) of mechanical movements.

Mr. C. N. Krishnasami Aiyar, M.A., and Pandit Sithanath Tattvabhushan have collaborated in a sketch of the life, times, and philosophy, of Sri Sankaracharya, which should win for itself a large circulation and a hearty welcome. There is a good deal of truth in the assertion that "India suffers to-day in the estimation of the world more through that world's ignorance of the achievements of the heroes of Indian History than through the absence or the insignificance of such achievements." This little book should help to removing that ignorance. It is published by Mr. G. A. Natesan of Madras, is strongly bound and well-printed, and costs one rupee.

We have also received:

From Methuen & Co.

A Junior Geometry, BY NORRIS S. LYDON. Price 2s.

Junior Greek Examination Papers, BY T. C. WEATHERHEAD, M.A. Price 1s.

From Longmans, Green & Co.

Questions on Professor Oman's History of England, BY R. H. BOOKEY, M.A. Price 1s.

From Macmillan & Co.

A Country Reader II, BY H. B. M. BUCHANAN, B.A.
Price 1s. 6d.

Green's Short History of the English People. Parts 26 and 27. Price 6d. each.

Mr. Thomas Laurie, 13, Paternoster Row, London, has sent us a catalogue of his educational series and science apparatus.

From Lahore comes the Report of the Dayanand Anglo-Vedic College, which continues to do good work and to prosper.

Indian Educational Notes.

MADRAS.

OFFICIAL NOTIFICATIONS.

Mr. T. T. Logan, Inspector of Schools, privilege leave for sixty-five days, from or after the 21st June, 1903, and furlough for one year and three months in continuation.

Miss E. Carr, Inspectress of Girls' Schools, privilege leave for two months and twenty days, with effect from the 24th July, 1903.

Captain A. Miller, M.B., I.M.S., to be Lecturer on Experimental Physics, Medical College, Madras, for the session 1903-1904.

Mr. N. Krishna Rau, B.A., Headmaster, Government Training School, Mangalore, and Acting Sub-Assistant Inspector of Schools, Kasaragod Range, to be Sub-Assistant Inspector of Schools of the same Range in the Probationary Class, vice Mr. M. Seshagiri Prabhu, transferred.

Mr. S. Hanumantha Rau, Sub-Assistant Inspector of Schools, Ongole Range, is granted privilege leave of absence for one month and fifteen days, with effect from the date of relief.

Mr. C. Mallayya, Supervisor of Primary Schools, Kavali Sub-Range, is appointed, subject to the approval of the President, Taluq Board, Nellore, to act as Sub-Assistant Inspector of Schools, Ongole Range, in the probationary class during the absence of Mr. S. Hanumantha Rau on leave or until further orders.

Miss E. Carr has been appointed to be First Inspectress of Girls' Schools, Central Circle, Miss Arnold to be Second Inspectress, Southern Circle, and Miss Gow to be Third Inspectress, Northern Circle, the appointments to have effect from the date of the retirement of Miss Brander.

Mr. P. E. Messinier, First Assistant, Teachers' College, Saidapet, and acting Inspector of Schools, Coimbatore Division, has been appointed to act as Inspector of Schools, Central Circle, as a temporary measure. Mr. A. Chidambara Pravalathara Iyer, B.A., Acting Lecturer at the Rajahmundry College, will revert to his appointment as Assistant Inspec-

tor of Schools, Coimbatore Division, during the employment of Mr. Messinier on other duty or until further orders.

A CORRESPONDENT writes:—It may not be generally known that from time to time enlargements of the photographs of former Superintendents have been hung in the Central Hall of the Presidency Training School for Mistresses, Madras. A welcome addition has recently been made thereto by the pupils, past students, and teachers, in the shape of an enlarged photograph of Miss Bernard who had been connected with this institution for many years.

MR. A. SUBBA RAO, Lecturer, Government College, Rajahmundry, who was for some time Assistant Professor, Presidency College, and Secretary of the Madras Hindu Social Reform Association, died in Cuddalore. He leaves a widow, two children, and a large number of friends to mourn his loss.

THE Director of Public Instruction, in submitting to Government the Report on the operations of the Text-book Committee for 1902-1903, says that on the 1st April, 1902, the Committee consisted of 18 members, and of these one retired during the year and another vacated under Rule 3 of the Committee. A few more members have since left the Presidency and proposals to fill up the vacancies that now exist will be submitted shortly. The number of books referred to the Committee was 372 against 296 last year and 190 in the year before, and it will be seen that it has nearly doubled in the course of the last two years. It is gratifying to see that the Committee was able to cope with this increased work and left nothing in arrears. The thanks of Government are due to the Secretary and to the other members of the Committee for their disinterested labours.

Government has passed the following Order on the Report:—"His Excellency the Governor in Council is indebted to the members of the Committee for their labours during the year."

THE Director of Public Instruction, Madras, has introduced the Cambridge Local Examinations, of which Madras is made a Centre. Two pupils of the Madras Collegiate School have obtained Senior Cambridge certificates, viz., Ellen Trutwein and Ethel Patton. Four students have obtained Junior certificates, three others have passed the preliminary examination. The Right Reverend the Lord Bishop of Madras has taken the opportunity, while in England, to interview the Mother Superior of the Sisters of the Church, under whose auspices the Madras Collegiate School and its allied institutions are conducted, and has secured her consent to a decentralisation scheme, under which the Boarding Home of the Madras Collegiate School will be placed entirely under the charge of the Sisters out here. It is believed that the sole control of the Home being exercised by the Sisters themselves will operate very much in favour of this useful adjunct to the School.

MAHOMEDAN students coming to Madras for their education are put to great inconvenience and hardship for want of a proper Hostel. The Mahomedan Literary Society, Madras, has therefore resolved to supply this long-felt want and to offer to the young men of the community the facilities and advantages of a corporate life by providing one in a central locality of Black Town. As a preliminary step, should at least 15 applications be received, it is proposed to rent a commodious building capable of accommodating about 20 students, where suitable arrangements for their boarding and lodging will be made. The Hostel will be under the immediate supervision and management of the Executive Committee of the Society. It is, therefore, hoped that a sufficient number of applications for admission will be forthcoming and that parents who have hitherto been reluctant to send their children to Madras for want of such a Hostel will avail themselves of this opportunity and help the Society in its endeavour. If sufficient encouragement is given, the Society later on hopes to make provision for the religious instruction of boarders.

Full particulars may be had from the Secretary, Mahomedan Literary Society, Popham's Broadway, Madras.

THE REV. A. ANDREW writing in the *Madras Mail* says:—

To get a precise idea of the education of the people it is necessary to look at the condition of each of the Districts. The degree of literacy varies in different parts of the country. The following table will illustrate my remark:—

District.	No. in the thousand.	
	Literates.	Illiterates over 5 yrs.
Ganjam and Agency	38	826
Vizagapatam do.	25	848
Godavery do.	44	813
Kistna	50	817
Nellore	48	833
Cuddapah	43	846
Kurnool	42	837
Bellary	46	824
Anantapur	42	836
Madras	227	657
Chingleput	78	777
North Arcot	61	799
Salem	38	818
Coimbatore	50	807
Nilgiris	116	759
South Arcot	71	785
Tanjore	101	760
Trichinopoly	66	793
Madura	72	790
Tinnevely	100	760
Malabar	401	765
South Canara	58	809

The average number of literates for all classes is 63, and of illiterates above 5 years of age 802 in the thousand. It will thus be seen at a glance that all the Northern and Ceded Districts are greatly below the average in literacy; while all the Southern Districts, excepting North Arcot, Salem, Coimbatore, and South Canara, are above the average. Madras city heads the list in literacy; then follow the Nilgiris, Tanjore, Malabar, and Tinnevely. Madras City has, however, 334 thousand illiterates over 5 years of age. Tinnevely has over 1½ millions; Madura over 2¼ millions; Vizagapatam nearly 2½ millions, and Tanjore about 1½ millions.

These figures give us the true perspective and show what an enormous headway has yet to be made in each of the Districts of the Presidency.

In her Report on the working in 1902 of the Deaf and Dumb Industrial Schools in connection with the Church of England Zenana Mission, Palamcottah, Miss Florence Swainson says: "December 31, 1902, brought to an end the third year of our school, as an independent work, and in looking back our chief thought is thankfulness. . . . Our numbers go on steadily increasing, and, as old ones leave, new ones soon fill up the gaps and we now number 80. Others are waiting to come when escorts can be found to bring them to us. Children have come from Ceylon, Jubbulpore, Cawnpore, Mahoba, Vizagapatam, Canara and even as far as Sukkur in Sindh. Several were famine-orphans and others were sent by different Missions. These represent six different languages; so English is taught to all who do not belong to the Tamil country." The Report is a wonderful record of the good that can be done by a few workers, if they be as really devoted and truly self-denying as are those responsible for this excellent little institution. Miss Swainson is most grateful for the help she has received in the past, and as regards the future she says, as might be expected, "again we have needs and ask friends to help."

In the year 1887, a sum of money amounting to Rs. 25,000 was raised by voluntary subscription among the inhabitants of the Tanjore District to commemorate, in some fitting manner, the Jubilee of the late Queen Victoria. Various proposals were made at the time for utilising the funds. Among others the establishment of a model farm, and the institution of technical schools in connection with the Kumbakonam College found most favour, and at a Meeting of the subscribers held at Tanjore on the 27th of October, 1887, it was decided to adopt these two schemes conjointly. A Committee of five Trustees was appointed to carry them into effect, and the funds, amounting to Rs. 25,000, were placed in the hands of two other Trustees. No active steps, however, were taken towards carrying out the Resolution. Other proposals were mooted from time to time without any definite results. In particular, it was proposed to combine the above-mentioned agricultural and technical classes with a normal school, the whole to form one institution at Kumbakonam. At this

stage the question appears to have been allowed to rest until 1894 when the matter was revived by the Acting Director of Public Instruction. In his Proceedings, dated 26th April, 1894, Mr. Alexander Munro characterised the proposed Technico-Normal School as impracticable on account of the inadequacy of the funds available. He suggested, instead, the propriety of utilising the Jubilee Fund in the establishment of a Students' Hostel at Kumbakonam. A meeting of the subscribers was eventually held in Tanjore on the 27th of July, 1895, at which it was resolved, in cancellation of all previous Resolutions, that the funds be utilised in establishing a Students' Hostel for all classes of students in connection with the Kumbakonam College, and it was also resolved to apply to Government for a grant-in-aid of the project.

Government was accordingly addressed in the matter on the 6th of September, 1895. It was proposed to acquire for the site of the building a piece of land measuring 3 acres and 82 cents belonging to the Tanjore Palace Estate, the position of which on the banks of the Cauvery and in the immediate vicinity of the College rendered it a suitable site for the Hostel. Plans and estimates were then prepared under the supervision of Mr. A. Chatterton, of the College of Engineering, and forwarded to Government by Dr. Duncan who reported that the assets of the Jubilee Fund amounted to Rs. 34,078 and taking credit for a special grant of Rs. 25,000 from Government, the total receipts were calculated at Rs. 59,708 of which it was proposed to spend Rs. 50,380 on the hostel buildings and to have a reserve fund of about Rs. 9,328 to be utilised gradually in improving or extending the accommodation. A sum of Rs. 2,000 was reserved for the price of the land which the Government was requested to purchase under the Land Acquisition Act. The building has been designed to accommodate 72 students. An amended plan has now been called for, subject to certain modifications made by the Government, and a grant not exceeding Rs. 25,000 has been sanctioned, and the Collector of Tanjore has been requested to take early steps for the acquisition of the land.

As regards the management of the Hostel, Government were of opinion that the most suitable plan was to vest it in a registered Association as in the case of the Victoria Students' Hostels in Madras. It had, however, no objection to the Principal of the Government College being appointed Warden of the Hostel.

The building, the estimate for which amounts to Rs. 58,600, has commenced, the Public Works Department having taken it in hand.

MR. GLYN BARLOW, late Principal of the Zamorin's College, Calicut, took charge of the Principalship of the Victoria College, Palghat, on Friday, the 12th June, from Mr. Cecil M. Barrow, M.A. At a well-attended public meeting, under the presidency of Mr. Barlow, an Address of farewell, enclosed in a silver casket, was presented to Mr. Barrow by the teachers and students of the College. The following is an extract from the Address:—

You have been intimately associated with Malabar during the greater part of your life in India. Most of the masters now working under you are your old pupils; and not a few of the students now in the College are from families whose senior members are bound to you as your old boys by strong ties of gratitude and affection. It is quite unnecessary, and would, perhaps, be impertinent, to attempt to estimate the value of your services to the cause of education in South India in general or to this institution in particular. To do the former would be in a way to write the history of Higher Education in South India during a third of a century; and as for the latter it is enough to say that the present prosperous condition of this institution, as one of the leading Second-Grade Colleges in the Presidency, is entirely due to your exertions during the 13 years of your Principalship. With a high reputation and long experience as an educationist, you took charge of the institution when its strength was small, its accommodation poor, and its equipment inadequate. You leave it now flourishing and prosperous, second in all these respects to few places of instruction in the Presidency.

Mr. Barrow, in reply, made a humorous speech, which was vociferously applauded. Mr. Glyn Barlow brought the Meeting to a close by paying a well-merited tribute of praise to Mr. Barrow. He also read a letter from an old student of the College, announcing his intention to institute two prizes annually in the Senior F.A. Class and the Matriculation Class, in memory of Mr. Barrow. Measures are also being taken by the teachers and students to perpetuate the name of Mr. Barrow in the College.

THE annual distribution of prizes in the Kottayam College took place in the College Hall at 3 P.M. on Friday, the 26th June. The Lord Bishop of Travancore and Cochin was in the chair. The proceedings opened with the singing of the National Anthem and prayer. The acting Principal the Rev. E. A. L. Moore, M.A., then read the Report which was a candid and exceedingly interesting one. There was, as the chairman put it, "nothing extenuated, nothing put down in malice" in it. In these days of examinations, managers of Mission schools and colleges will do well to keep always before their mind "the main purpose for which a Mission College exists" so as not to be carried away with the current. It "is not the mere mental education, but the moral and above all the spiritual training of the boys." Speaking of the tone and discipline of the College, Mr. Moore said:—

"If I allude to one special point, it is more by way of caution than positive censure. Dr. Arnold, the great school-master, remarked that in a school we should look first for religious and moral principle, then for gentlemanly conduct, and then for intellectual ability. It is to be hoped that the second of these three qualifications receives its due attention in the training given and received here. In these days when higher education is tending throughout India to unsettle the old customs—the good with the

bad,—a College like ours can do much to enforce the lesson that respectfulness is not inconsistent either with learning or with true manliness. Why should not the students who pass out from this College be as marked throughout Travancore for their politeness and good manners as boys from Eton and Winchester are in England? It is largely a matter of school tradition: and we here at Kottayam College at least start with a high tradition in this respect to help us. Let us maintain it and improve it."

After referring to the results of the various examinations the Report says: "There can be little doubt that the high pressure at which education is now being carried on is producing habits of slovenness and inaccuracy among the College students, especially in such matters as style, spelling, and handwriting. These are small points in themselves, yet they are real tests of good scholarship, which is nothing if it is not thorough."

The report was followed by a recitation in Sanskrit and a short speech by the Rev. E. Bellerby, M.A., a former Vice-Principal of the College. The prizes were then distributed to the successful students of the High School and College classes. This was followed by a Malayalam recitation and the distribution of prizes to the lower classes. In addition to the ordinary prizes there were several special prizes such as the Jacob Chandy memorial prizes for Scripture knowledge, the Adams memorial prize for Industry and merit, prize for the best collection of fibres, &c. The Headmaster's prizes for general ability was awarded to the Rev. P. T. Geevarughese, Deacon (Jacobite) who is now reading for his B.A. in the Madras Christian College and is in residence at the Fenn Hostel.

After the chairman's speech some of the students of the F.A. class acted a scene from Shakespeare's 'King John.' Several *slokas* were then recited thanking the chairman, the speakers and the visitors. The proceedings were brought to a close by the benediction pronounced by the chairman. Among the visitors was the Right Rev. Mar Thoma, Suffragan Metropolitan of the Reformed Syrian Church.

The following are the Proceedings of the Director of Public Instruction on the Report of the Committee of the Lawrence Asylum, Ootacamund, on the working of the institution during 1902:—

Male Branch.—There were a few changes in the staff; but these were of minor importance. Information in regard to the number of volumes in the Library at the beginning of the year and the number added during the year should be furnished in future Reports. Excluding the four day scholars, there were at the close of the year 287 pupils (120 Europeans and 167 Eurasians) against 293 at the beginning of the year, 50 having left the institution during the year, while 44 were admitted. The distribution of the pupils according to the standards in which they were studying should have been given in the Report. Of the departures during the year, 29 had been in the Asylum not less than five years, while 5 were in the Upper Secondary stage and 11 in the Lower Secondary stage of instruction at the time of leaving; 23

pupils obtained employment—2 in the Madras Municipal Workshop, 8 in the Army and 13 in the Telegraph Department. The general health during the year was not quite satisfactory, the daily average number of sick having risen from 11.01 to 13.18. The results of the Lower Secondary examination were good, though the number of pupils who passed for certificates was less than in the previous year. In Telegraphy also the pupils acquitted themselves fairly well. In the other subjects—Shorthand, Typewriting and drawing—the results continued to be disappointing, and the attention of the instructors concerned should be drawn to the matter. The receipts during the year amounted to Rs. 1,22,495, while the charges aggregated Rs. 1,26,939; the transactions of the year thus closed with a deficit of Rs. 4,444, reducing the opening balance in favour of the institution from Rs. 18,802 to Rs. 14,358. Physical education received due attention and the Cadet Companies worked satisfactorily.

Female Branch.—Excluding the four day scholars, there were 64 boarders at the close of the year against 65 at the beginning, 44 being Europeans and 20 Eurasians. The death of one of the boarders during the year is noted with regret. As in the boys' school, there was an increase in the daily average number of sick. None of the pupils appeared for the Lower Secondary examination. For the Typewriting examination four appeared, but only one passed. There was an improvement in the financial condition of this branch during the year. Excluding the contribution of Rs. 2,300 from the Male branch, the receipts amounted to Rs. 22,034 against Rs. 19,086 the previous year, while the charges aggregated Rs. 20,155 against Rs. 20,210. Taking into account the opening *minus* balance of Rs. 2,749 at the beginning of the year, the deficit at its close was Rs. 870. Credit was due to the Principal and the Staff for the efficient administration of the institution during the year.

Government has passed the following Order on the Report:—

The management of the institution in both branches continued to be satisfactory. With reference to the Director's remarks regarding the results of examinations, the Government observe that the number of boys who passed the Lower Secondary examination with complete certificates was only 4 out of 31, a proportion which leaves room for improvement. The results in Shorthand, Typewriting and Drawing examinations continue, as the Director observes, to be disappointing, and the Committee should consider whether the fault is with the instructors or whether it is advisable any longer to retain these subjects as a part of the curriculum of the Asylum. The Upper Secondary classes appear to have made small progress, and it is hoped that in the current year there will be some pupils ready to be sent up for the examination. The continued growth in the average cost of maintaining each pupil in the Male branch is a matter which deserves the attention of the Committee. In 1894-95 the cost per boy was Rs. 286, in 1896-97 Rs. 314, in 1898-99 Rs. 321 and in the year under notice Rs. 339. On an average number of 300

boys this represents an increase of Rs. 15,900 a year in eight years.

It was feared when Mr. Glyn Barlow resigned the Principalship of the Zamorin's College a few months ago and transferred his highly valued services to the Victoria College, Palghat, that the former institution would decline. Happily, it is not to be so. The College is still growing in popularity and efficiency. The number of pupils on the rolls is now nearly 600 and shows an increase of about 40 over what it was last year. H. H. the Zamorin has been singularly happy in the choice of a successor to Mr. Barlow. Mr. M. Kenny, the new Principal, counts nearly 35 years' experience as an educationist, during which period he has served successively as Principal of Second-Grade Colleges, as Professor of the College of Engineering, and as Inspector of Schools. Though a retired Educational officer, slightly on the wrong side of 55, he is full of energy and enthusiasm and has many years of useful work before him.

It is gratifying to learn that the present Zamorin has resolved to carry out the cherished object of his predecessors by providing in some secure way for the future efficient up-keep of an institution which, more than any other, adds lustre to his illustrious house. The College has hitherto cost on an average Rs. 4,000 for its annual up-keep; and it is estimated that if the staff is to be at all decently paid and the library, laboratory, the provident fund, and other useful institutions attached to the College properly maintained, a minimum of Rs. 5,000 per annum is required. This amount His Highness proposes to guarantee and to hand over to a small Committee to be created for managing the College. It is likely that this Committee will be composed of the Zamorin himself, a representative of each of the three Kavilograms or branches of the Zamorin's House, and the Principal of the College. The Collector and the District Judge, I learn, will also be connected with the management either as members of the Committee or as official visitors. It is appropriate that these District Officers should be so connected. It was at the suggestion of Mr. Logan, the then Collector, and Mr. Wigram, the then District Judge, that a previous Zamorin brought the College into being. It is on the advice of Mr. Pinhey, the present Collector, who takes a deep interest in the education of our youth and, especially, of the young scions of the Zamorin's House, that the present Zamorin is going to provide a fixed liberal annual grant and appoint a Committee of Management.

It would, meanwhile, be an excellent thing for the Government to hand over to His Highness for the use of the College the building once occupied by the late Government College. The School of Commerce is to vacate this building ere long, and the Training School can easily be provided for elsewhere. The Mappilla School which also occupied part of the premises has already been removed. The building was at one time actually pressed upon the then Zamorin for acceptance, and it would be fitting to offer it now under the new regime, seeing that it was built out of

public subscriptions and on a site which was made over as a free gift by one of the local *jenmis*.

In reviewing the working of the Chingleput Reformatory School during the year 1902, the Director of Public Instruction says:—

"Captain T. H. Foulkes, I.M.S., remained in charge of the institution throughout the year except for a period of three months. A band instructor was appointed and an additional assistant monitorship created in connection with the band and bugle class. It is understood that the extensions and additions to the buildings are being pushed on rapidly. The kitchen, carpenter's shed, and the weaving shed and a latrine were made over by the Public Works Department during the year. An addition of 38 books was made to the library during the year, the total number of volumes at its close being 296. The construction of a separate room for the museum must lie over until all the additional buildings already sanctioned have been constructed.

In October last a pupil died of malarial fever. The general health of the inmates of the school was however satisfactory, and the physical development of the pupils continued to receive careful attention. It is gratifying to observe that at the annual sports in which the high schools of the town took part, 37 of the 38 prizes were gained by the pupils of this institution. During the year 36 new pupils were admitted against 28 in the previous year, but the strength fell from 163 to 161 owing to the death of one pupil and the discharge of 37. The average strength, however, rose from 158 to 161. Owing to want of accommodation admission had to be refused to 14 boys as against 38 in the previous year. The fall in the number for whom admission was sought may be partly due, as suggested by the Superintendent, to the return of prosperity in Districts affected by famine in the previous year. It is stated that the pupils newly admitted came from 17 Districts and belonged to 22 castes. Brahmins, Mahomedans and Panchamas were represented by 1, 3 and 3, respectively. Nine of the pupils admitted in the year belonged to the criminal classes against one in the previous year. With the exception of two cases, one of culpable homicide not amounting to murder and the other of possessing and delivering counterfeit coins, all the pupils admitted were committed for offences against property.

Due attention was paid to moral training. The statistics relating to the number of offences and punishments speak well for the general conduct of the pupils and the tone of the institution, though they are not as favourable as they were in the previous year. The average annual earnings of the pupils in mark and work money rose to Rs. 3-11-1 from Rs. 3-8-8, and the fall in the amount in the savings bank to their credit has been explained.

The results of the Primary examination were again very creditable to the teachers concerned, all the 18 pupils presented having passed with nine in the first class. The Report of the Sub-Assistant Inspector of Mahomedan Schools on the Hindustani class will be awaited. The teaching of colloquial

English should receive special attention. Instruction continued to be given in drawing and in five main and five subsidiary industrial subjects. A band class was in addition opened during the year. The results obtained at the Government Technical examinations can hardly be considered satisfactory when only 11 passed out of 25, but the school did well at the examinations in industrial subjects held by Mr. Chatterton and in tailoring conducted, after the close of the year under report, by Mr. E. D. Smith. The Superintendent will be requested to report on the desirability of a specialist being deputed to examine the band and bugle class. It is satisfactory to note that every industry was worked at a profit.

Twenty-three of the 37 pupils discharged are reported to have obtained employment; eight are still unemployed, and no report has been received of the remaining six. It is noted that 10 of those who found employment or 27 per cent. took to the trades they were taught in the school. It is satisfactory to observe that the majority of those who have passed through the school are employed, while the successful working of the institution as a reformatory is sufficiently indicated by the fact that only 40 or 11 per cent. of the discharged pupils have failed to be benefited by its discipline.

The total net expenditure on the institution was Rs. 21,099-4-11 against Rs. 18,822-12-1 in the previous year, and the increase is accounted for in the report. The decrease in the cost of dieting each pupil is a satisfactory feature. The Committee of visitors held 10 meetings against eight in the previous year. The interest evinced in the institution by Mr. G. Narayanaswami Chetty is noted, with pleasure. The school continued to be efficiently managed."

Government has passed the following Order on the Report:—

"The Governor in Council has read the Report with much interest. The management of the school continued to be efficient. Its strength remained almost the same as in the previous year, but when the extensions and additions to the buildings, which are now under construction, are completed, a larger number of pupils will be admitted. The increase in the net expenditure of the institution was only nominal being due to the inclusion in the year's accounts of the salaries of the establishment for December, 1902. The interest evinced in the school by Mr. G. Narayanaswami Chetty, one of the non-official visitors, is noted with satisfaction."

The Annual Sports for the boys of the Chingleput Reformatory School were held on Friday and Saturday, July 10 and 11, terminating with the Prize Distribution. At this interesting function Mr. S. G. Roberts, I.C.S., took the Chair.

The prize distribution at the Ernakulam College was held on Friday, July 10. It was presided over by His Highness the Rajah. The ceremony opened with the reading of the Report by Mr. Davies. The prizes were given away by His Highness, and after the distribution of the same, His Highness delivered

an interesting speech, in the course of which he said:—

Mr. Davies has most properly selected this occasion of his first Report to give a brief history of this College and the progress it has made during the last 58 years. How gratifying it is to know that this institution in which now more than 700 boys receive instruction and which now occupies the honourable position of a Second-Grade College was only a small school of insignificance imparting every elementary instruction to a very small number of boys 58 years ago! What wonderful changes have taken place in the matter of education in this State in the comparatively short space of about half a century!

The short history given at the end of the Report and the printed paper which the Principal has distributed to us all have referred to all the important points and events connected with this institution in such a clear way that I think it is waste of time to comment or enlarge upon the same. I wish, however, to take advantage of this opportunity to add my testimony to the valuable services most loyally and faithfully rendered by Mr. Cruickshank to this College. It is well known to most of us who have assembled here to-day what stimulus English education has received since the advent of the retired Principal; and the printed paper in our hands shows how steadily and rapidly the efficiency, usefulness and importance of this College have increased during the Principalship of Mr. Cruickshank. To describe in full all the good things Mr. Cruickshank has done for this institution will, I think, be an impossibility. In brief, Mr. Cruickshank's connection with this institution from the beginning to the end has been a complete success, which I think is solely due to the deep interest he has always taken in the welfare of the College, and to his indefatigable endeavours to promote its usefulness and efficiency. I am sure you would all have been glad if we could have had Mr. Cruickshank for our Principal for some time longer. I would not have been less so. But unfortunately it could not be helped. Mr. Cruickshank, we all know, stuck to his work as long as he could, and to expect him to continue to work hard any longer would have been doing injustice to his health, which no one of us could possibly dream of doing. I am sure you will all readily join with me in the wish that Mr. Cruickshank will be long spared to enjoy after a long and most successful public career the well-deserved rest accompanied by uninterrupted peace, health, happiness and prosperity; and to guide the young generation of Cochin in the future as in the past by his advice and example. If Mr. Davies who has worked under Mr. Cruickshank for nearly six years and has thus had the opportunity of knowing closely his method and system of conducting the work, will try to follow the line already chalked out by his two eminent predecessors, I am sure he will be able to maintain and also add to the honour and prestige this College now enjoys.

Before concluding I wish to offer my heartiest congratulations to the Principal and his staff for their work in the College. I have also to thank Mr. Davies for his kindly asking me to preside on

this auspicious occasion and do the most pleasant duty of distributing prizes to the students. I wish him every success in his work.

The British Resident (Mr. G. T. Mackenzie, I.C.S.), also addressed the students.

MR. N. V. IYIA, M.C.P. (London), Editor, "*The Temperance Advocate*," Madras, has offered to give an annual prize worth Rs. 10 (of books) to the student of any of the Colleges or High Schools in the Madras Town who stands first in the Matriculation Examination.

THE Madras National School of Commerce re-opens after mid-summer vacation on the 3rd of August 1903. It prepares candidates for the Government Technical Examinations in all the commercial subjects and also for the Commercial Examinations conducted by the National Union of Teachers, London.

MYSORE AND TRAVANCORE.

THE following statistics concerning Education in Mysore are taken from the Mysore Census Report. The figures in square brackets refer to the inclusion of the C. and M. Station, Bangalore:—

Education.—Of the total population, only 262,092 [280,347] or 4.8 [5.0] per cent. are literate, as against 253,610 [279,393] or 5.2 [5.6] per cent. in 1891; and the rest, 95.2 [94.0] per cent. are wholly illiterate. Of the males 244,886 [259,078] or 8.9 [9.2] per cent. are literate, while only 17,206 [21,269] or 0.6 [0.7] per cent. of the females are literate. Taking the main religions, the Hindus, who form the bulk of the population, show only 4.4 [4.5] per cent. amongst them as being literate; the Mussalman has 9.3 [10.0] per cent.; while the Christian has 26.8 [31.8] per cent. followed by the Jain with 24.1 [30.2] per cent. Literacy in English is microscopic, and is represented by 0.3 [0.4] per cent. of males and 0.03 [0.07] per cent. of females. Of the several castes, the Brahmin shows the largest number and proportion of persons educated in English. As regards literacy in the parent tongue, it is seen that Maratti is the most neglected language, and Kanarese the least neglected.

STR P. N. KRISHNAMURTI, the Dewan of Mysore, has often expressed a keen sympathy for improving primary education in the State. The Village School Fund is scarcely sufficient to meet the growing demand for schools in almost every village. The last Education Report shows that only 20 per cent. of the school boys are under instruction in the primary stage. We are therefore glad to learn that His Highness the Maharaja has on the suggestion of the Dewan, increased the grant from Local Funds from 24 to 33 per cent. This will, we hope, afford substantial addition to the income, and lead in the future to a larger spread of education among the masses.

THE annual Concert and Distribution of Prizes of the Kolar Gold Field School was held in the Ooregum Hall, which was filled by friends and parents of the children and Mine officials. The programme for the Concert was very well carried out and the children deserve great credit for the manner in which they performed their parts, and no less credit is due to the Head Master and Mistress for having trained the children so thoroughly. The progress for the year was satisfactory in spite of bad attendance, which we hope will be remedied. Mrs. F. C. Carr kindly distributed the prizes, and has offered two prizes for competition during the ensuing year. A lusty rendering of the National Anthem brought a very pleasant evening's entertainment to a close.

MR. L. C. HODGSON, M.A., Principal of the Coimbatore College, has been appointed Professor of English in the Maharajah's College, Trivandrum, and will enter on his duties in January 1904, prior to which he takes short leave to England.

THE Maharaja of Travancore has sanctioned a grant in connection with scholarships for training teachers belonging to the poor and backward classes for employment in primary schools for education. Such classes of scholarships are tenable for three years, subject to certain conditions. Thirty-six such scholarships will be granted annually in each of the three divisions, viz., Nagercoil, Trevandrum and Kottayam.

IN connection with the Friends' Union, Bangalore, a competitive examination in English recitation will be held this year on Saturday, the 12th Sept. 1903, at 3.30 P.M. precisely in the Hall of the London Mission High School before a committee consisting of not less than three members chosen from amongst the educated gentlemen of Bangalore. This examination will be made permanent from next year if found profitable to the student population.

The candidate will be examined in one of the following passages, according to his choice:—

- (i) On Slavery (Cowper),
- (ii) Young Lochinvar (Scott),
- (iii) Robinson Crusoe's Lament (Cowper),
- (iv) Dependence on Providence (Ben Jonson),
- (v) Pitt's Reply to Walpole { as in Royal
- (vi) Lord Brougham on Negro Slavery { Reader No. 5.

On the anniversary day (in the latter part of September) prizes will be awarded to the first two candidates in order of merit.

This competition is open to all High School students. Only 25 candidates will be admitted this year.

Applications must reach the Secretary, Mr. S. Srinivasa Rau, 17, Central College Hostel, Bangalore, on or before the 31st of Aug. 1903, with an entrance fee of four annas. The application must contain the following particulars:—(a) Name, (b) School or College, (c) the passage in which the candidate wishes

to be examined, (d) the class in which he reads and (e) address in full.

BOMBAY.

OFFICIAL NOTIFICATIONS.

His Excellency the Governor in Council is pleased to appoint Mr. Sunderrao Gajanan Jayakar, M.A., B.Sc., to act as Principal, Elphinstone High School, Bombay, from the date Mr. M. Hesketh, M.A., handed over charge, and pending the return of Mr. Byramji Framji Patel, B.A., or until further orders.

His Excellency the Governor in Council is pleased to appoint M. Kharsodji Nasarwanji Contractor, B.A., to act as Head Master, Karachi High School, pending further orders.

With reference to Government Notification No. 669, dated 4th April, His Excellency the Governor in Council is pleased to make the following appointment:—Mr. F. B. P. Lory, M.A. (Oxon), to be Head Master, Poona High School, from the date of his reversion to the Educational Department, but to continue to act as Educational Inspector, N. D., until further orders.

THE Senate of the Bombay University has accepted an offer Rs. 6,000 for the founding of a scholarship in the name of the late Dr. Ismail Jan Mahomed.

A GENERAL scheme for the re-organisation of the Civil Veterinary Department, consequent on the transfer of horse-breeding to the Army Remount Department, is now before the Government of India, and in consequence the rules for the admission of students from the Bombay Veterinary College will be considerably altered, and the prospects of such students materially improved. The Government of India's sanction to the scheme is now awaited.

ON the recommendation of the Senate of the University of Bombay, made in accordance with the regulations, His Excellency the Right Honourable the Governor of Bombay has been pleased to nominate Mr. Chimanlal Harilal Setalvad, B.A., LL.B., to be an additional member of His Excellency's Council for the purpose of making laws and regulations only.

THE Mahomedan community intend holding an Educational Conference in Poona about 5th August next. A preliminary meeting has been held in the Mecca Masjid, at which Nawabzada Nusrullah Khan, who had come from Bombay for the occasion, delivered an address, advocating increased attention in educational matters among Mahomedans, and supporting the proposed Conference. Several other speakers addressed the meeting, including Professor Syed Sirajuddin, of the Deccan College.

A MEETING of representative Mahomedan gentlemen of Bombay was held, on the 9th July, in the Hall of the Anjuman-i-Islam High School, Hornby Road, to consider what steps should be adopted to

welcome the delegates to the Anglo-Oriental Mahomedan Educational Conference, which is to be held in Bombay in December next. The Hon'ble Mr. Justice Tyebji was called to the chair.

The Chairman, in opening the proceedings, explained the object of calling the Meeting. The conference, he said, had, since its foundation, held sittings in almost all the large cities of India, but it would meet for the first time in Bombay in December next. It had been thought desirable to entrust the management of the conference to the Anjuman-i-Islam, and it was hoped the Mahomedan community of Bombay would co-operate with the Anjuman and the committees which would hereafter be appointed in making the conference as successful as possible.

Mr. Fatehali Shaik Ahmed moved the first Resolution to the effect that in the opinion of the Meeting it was desirable to co-operate with the Anjuman-i-Islam in welcoming the Mahomedan Anglo-Oriental Educational Conference to Bombay, where it had been decided to hold its sittings in December next. He said he confidently hoped that the Mahomedans of Bombay would give a welcome to the delegates worthy of the name and reputation of the city.

Mr. Haji Usuf Haji Ismail seconded the Resolution, which was carried.

Resolutions were then passed electing a number of gentlemen to form a general committee to work in conjunction with the Anjuman-i-Islam for making the necessary arrangements in connection with the holding of the conference, and empowering the committee to raise subscriptions and appoint small working committees for the purpose of carrying out the arrangements.

A vote of thanks to the Chairman concluded the proceedings.

A MEETING of the Senate of the Bombay University was held on Monday, July 6th, in the Sir Cowasjee Jehangir Hall of the University, the Rev. Dr. Mackichan, Vice-Chancellor, presiding.

The Senate considered the question of the Introduction of a practical examination in Botany for the degree of Licentiate of Agriculture.

Mr. N. A. F. Moos proposed, as recommended by the Syndicate, that (1) In line 2 of regulation 22 in Civil Engineering (page 87 of the calendar for 1902-03) the words "and two practical examinations" be substituted for "a practical examination," and that (2) the following be added after line 12 of the same Regulation: "2.—(a) Identification of important tissue structures under the microscope. (b) Identification, classification, and description of plants and parts of plants of agricultural and economic importance."

Khan Bahadur M. C. Murzban seconded the proposition, which was agreed to.

The Senate next considered the advisability of altering the conditions of tenure of the Sir Mangaldas Nathubhai Scholarships in so far as they related to the scholar's departure for England.

The Hon. Mr. Chimanlal Setalvad moved, as recommended by the Syndicate, that in regulation 8 of the regulations relating to the Sir Mangaldas

Nathubhai Scholarships, the words "two months before the commencement of the first session of the institution which they (scholars) intended to join," be substituted for the words "within two months, unless the time be extended by the Syndicates, after their election." He said difficulty had recently arisen owing to various institutions in England beginning their term in October. The election of candidates generally took place in March or April, and they reached England in June or July. They had thus nothing to do there until the term commenced in October. To meet this difficulty the Syndicate had proposed to so modify the regulation as to make it work automatically.

Professor O. V. Muller seconded the proposition.

Mr. D. G. Padhye moved an amendment that the words "provided that the scholars shall always have as preparation time a clear two months after intimation of their election," be added to the words "within two months to join" which were proposed to be substituted for certain words in the existing regulation.

The Hon. Mr. Dikshit seconded the amendment.

On a division, the amendment was lost and the original proposition was carried by a majority.

Consideration was given to an offer of Rs. 6,000 in three per cent. Government promissory notes from the executors of the will of the late Dr. Ismail Jan Muhammad for the foundation of a scholarship in his name, to be awarded annually to the highest among Mahomedan candidates at the matriculation examination.

Dr. Kavasji Edji Dadachanji proposed, as recommended by the Syndicate, that the offer be accepted with the best thanks of the Senate; that a Scholarship to be called "The Dr. Ismail Jan Mahomed Scholarship" of the value of the annual income of the fund, and tenable for one year, be awarded annually by the Syndicate to the candidate who passed the matriculation examination, or any other examination which in future might be recognized as the standard of preliminary examination for a medical degree, with the highest number of marks from among the Mahomedan candidates, on condition that he prosecuted studies during his tenure of the scholarship at a college or institution recognised in Medicine by the University of Bombay.

Dr. Cowasji Hormusji seconded the proposition.

Mr. K. Subramani Aiyar moved an amendment to the effect that the words "provided he (candidate) secures not less than 60 per cent. of the total marks obtainable and" be added after the words "Mahomedan candidates."

Mr. K. N. Kabraji seconded the amendment which on being put to the vote was lost.

The original proposition was then carried; and the meeting dispersed.

BENGAL.

OFFICIAL NOTIFICATIONS.

Babu Beni Madhav Das, Assistant Head Master, Chittagong Training School, is appointed to act as a Professor in the Ravenshaw College, Cuttack.

Mr. W. Blazey is appointed to Class II of the Sub-Educational Service and to be Foreman Instructor in the Civil Engineering College, Sibpur.

Mr. Jogendra Nath Das Gupta, a Professor of the Provincial Educational Service in the Presidency College, is appointed to act as a Professor of the Indian Educational Service in that College during the absence, on deputation, of Mr. W. W. Hornell, or until further orders.

The following promotions are sanctioned in the Provincial Educational Service, with effect from the 27th April 1903:—

Promoted to Class V.

Babu Kumud Bandhu Bose, Assistant Inspector of Schools, Burdwan Division, now Officiating Inspector of Schools, Chittagong Division, *vice* Mr. J. Hill, Superintendent of the Hazaribagh Reformatory School, retired.

Promoted to Class VI.

Babu Surendra Kumar Basu, Professor of the Civil Engineering College, Sibpur, *vice* Babu Kumud Bandhu Bose.

Lieut.-Col. G. Bomford, M.D. C.I.E., I.M.S. (Bengal), Principal and Professor of Medicine, Medical College, Calcutta, and First Physician, College Hospital, is granted furlough out of India on private affairs for six months with effect from the 12th June 1903.

Major F. J. Drury, M.B., I.M.S. (Bengal), Professor of Pathology, Medical College, Calcutta, is appointed to officiate as Principal and Professor of Medicine, Medical College, Calcutta, and First Physician, College Hospital, during the absence on leave of Lieut.-Col. G. Bomford, M.D., C.I.E., I.M.S. (Bengal), or until further orders.

Capt. H. B. Meakin, M.D., I.M.S., Officiating First Surgeon, Presidency General Hospital, Calcutta, is appointed to officiate as Professor of Pathology, Medical College, Calcutta, during the deputation of Major F. J. Drury, M.B., I.M.S. (Bengal), as Principal and Professor of Medicine of that College and First Physician, College Hospital, or until further orders.

Mr. MONRO, Director of Public Instruction, Central Provinces, sailed for England on the 11th July, and his place has been taken by Professor Venis of Benares.

THE Lieutenant-Governor has appointed Raja Benay Krishna to be a member of the board of Management of the Alipore Reformatory School, *vice* Maharaja Bahadur Sir Narendra Krishna, K.C.I.E., deceased.

THE following is the result of the first voting for the election of a representative of the Calcutta University to the Bengal Legislative Council:—Babu Bhupendra Nath Bose, 33; Babu N. N. Ghose, 25; Babu Rai Chandra Narain Singh Bahadur, 21; and Mr. R. Mitra, 13. Babu Bhupendra Nath Bose having failed to secure the absolute majority by four votes only, Mr. R. Mitra was eliminated, and

re-voting took place resulting in Mr. Bhupendra Nath Bose's election.

THE *Calcutta Gazette* notifies that Debendro Nath Chowdhuri (No. 1102) a candidate at the recent F.A. Examination, who in his answer paper used abusive language, has been debarred from appearing at the examination in 1904.

WE are requested to announce that Mr. D. N. Das has been appointed a Professor of the Ripon College, Calcutta.

THE Chaitanya Library offer three Silver Medals for the three best essays, in Bengali, on "The Poetry of Hem Chandra Banerjee and his influence on Bengali Literature."

MAUNG PO HLA, student of the Calcutta Medical College, has obtained the degree of Licentiate of Medicine and Surgery. Maung Po Hla is a son of Maung Tun Aung, Inspector of Police, Thayetmyo, and is, we hear, the first Burman to gain this diploma.

BEFORE Babu G. N. Paul, Deputy Magistrate of Alipur, one Nundo Lal Ghose of Lalpooker, was charged with defamation. The accused had employed a private tutor for his son, but owing to his inability to pay the tutor, the latter had obtained a decree against him in the Civil Court. This enraged the accused so much that he went to the relations and friends of the tutor and falsely and maliciously circulated rumours to the effect that the tutor was in the habit of eating and drinking with Mahomedans, with the result that the latter was outcasted. The Magistrate sentenced the accused to pay a fine of Rs. 200.

THE ungraded officers of the Education Department have, according to *The Bengalee*, a serious grievance. We are told that when a vacancy occurs among them, an outsider is often appointed. A few years ago, a list of ungraded officers was made out and published; but what is the good of having such a list unless officers get promotion in order of seniority, as in the recognised grades of the Sub-ordinate Educational Service? Naturally there is deep dissatisfaction among the ungraded officers of the Department, and it is to be hoped that their grievance will attract the notice of the Director of Public Instruction.

UNITED PROVINCES AND PUNJAB.

OFFICIAL NOTIFICATIONS.

Babu Mewa Ram, Deputy Inspector of Schools, Bara Banki, to officiate as Assistant Inspector of Schools, Fyzabad Division.

Mr. J. G. Portman, Professor of History at the Government College, Lahore, has been appointed to the Staff of the Chiefs' College, Ajmere, under the

new scheme for the reconstitution of Chiefs' Colleges in India.

THE one-rupee fund started in connection with the Aligarh College has exceeded the expectations of its founders. It was hoped that by means of the Fund a sum of Rs. 10,000 per annum might be added to the revenues of the College, but though the Fund has only been in operation for about six months, more than Rs. 10,000 has already been paid into the bank.

TWENTY Additional Assistant District Inspectors of Schools have just been appointed to the Punjab to strengthen the local Educational Department in connection with primary schools. The men selected are Indian trained graduates, mostly from the Lahore University. Their pay rises from Rs. 60 to 90 monthly, with prospects of eventual promotion to the higher grades, some of which carry Rs. 400.

It is understood that Mr. Bell, Director of Public Instruction in the Punjab, has been selected for the new appointment of Inspector, for the Imperial Government, of Chiefs' Colleges in India. The duties of his post will not interfere with Mr. Bell's work as Head of the Education Department, Punjab.

THE period of deputation in England of Dr. M. A. Stein, Punjab Education Department, which expired this month, has been extended to a date not later than 31st December, 1903. On return to the Punjab, Dr. Stein will, it is expected, be transferred to the Frontier Province as Inspector-General of Schools.

IN connection with a reference from the Government the Syndicate of the Punjab University has decided that Sanitary Science and Practical Hygiene are subjects not suited to the intermediate and degree examinations of the University in either the Arts or the Science Faculty, and that they may be included in the Entrance course as optional subjects in both Faculties, but that they ought to be included in the course for the School Final Examination, if and when that examination is instituted.

THE proposal to found an Educational institution at Kabul to be named after the Amir, is taking shape, and a start is about to be made in the form of a school. A *firman* has been received, says a Lahore correspondent, to send as soon as possible the gentleman selected for starting the school, which it is contemplated to raise to the standard of a College. Of about a dozen applicants five have been chosen, a B.A. Headmaster on Rs. 300 per month, three B.A. teachers on Rs. 150 each, and one on Rs. 200, and travelling expenses and safe conduct to Kabul from Peshawar.

THE Director of Public Instruction, United Provinces, has informed the Principal that the Bareilly College will be abolished after the long vacation, and that the funds, in the hands of the Trustees of the College, which were collected by public subscriptions, will be appropriated to the construction of a hostel for students to be attached to the Muir Central College. The Trustees are, it is said, opposed to the abolition, and at their last meeting they resolved to ask the Government for a further extension of time for two years, to enable them to make one more effort to raise the funds to the extent required for the maintenance of the College.

THE *Civil and Military Gazette* says that there is no authority for the statement in various newspapers that the Punjab Government has given a building grant to the Khalsa College. Sir Charles Rivaz in his recent visit expressed surprise that the College building had not yet been commenced. There is no doubt His Honour will do all in his power to promote the interests of the institution, but it is equally certain that until the different sections of the Sikh community decide to work together and make adequate arrangements for the establishment of the building fund, no help can be expected from Government.

THE authorities of the Mahomedan College, Aligarh, are sending a couple of delegates to Persia, where the interest in the English education movement amongst Mahomedans, promoted at Aligarh, is growing. The delegates are Mir Valayat Husain, an old student and now a master, and Jalal-ud-din Haidar, another master, who has previously travelled in Arabia. They leave Karachi the first week in August for Bushire, en route for Shiraz, where a Persian who was at one time connected with Aligarh now has his home. They are to be back in India in October. The mission goes out by invitation, and is of the kind often sent out from Aligarh. Its interest in this case is in its going so far afield as Persia.

General Notes.

ARRANGEMENTS are already being made to celebrate the centenary festival of the University of Berlin in October 1910.

DUBLIN University has approved a scheme for admitting women to its examinations for degrees. It has also approved the abolition of compulsory Greek in the ordinary courses for the Arts Degree and the substitution of a modern language.

At the Convocation of the University of Dublin, Lord Roberts was admitted to the Honorary Degree of Doctor of Laws. The students were enthusiastic and sang "For he's a jolly good fellow."

At the Commemoration at Oxford, the Honorary Doctor of Laws Degree was conferred upon Lord Lindley and Sir George White. The students gave a great reception to the Field Marshal. The Regius Professor, speaking in Latin, eulogised his services to India and the defence of Ladysmith.

MR. M. E. SADLER, late Director of Special Inquiries and Reports under the Board of Education, has accepted a special professorship of the history and administration of education which has been established by the council of the Victoria University, Manchester.

In the Varsity Cookery Cook, a Sydney student's publication, a neat recipe was given for a B.A., as follows:—

Dissolve a quadratic, a style Socratic.
La Fontaine or old Æsop
Pour in a bottle of chilled Aristotle,
And flavour with essence of shop,
Colour with Chaucer and cool in a saucer,
Skim all ideas away,
Inflate the mass with loads of gas,
And greet my lord B.A.

THE *Daily Chronicle* says that amid the many discomforts of the recent long downpour of rain there was one crumb of comfort. It gave London teachers a fleeting chance of teaching in a practical manner the lessons of physical geography. The carving out of river beds, the formation of lakes, the reason and purpose of waterfalls, the formation of deltas, the denudation of the land—all these things have been demonstrated in miniature.

THE International Congress of Applied Chemistry has opened in Berlin. The German Chemical Society has presented the Hofmann Foundation Gold Medal to Sir William Ramsay for distinguished work in the field of general Chemistry and particularly for the discovery of a new ingredient in the air. A similar honour was conferred on Professor Moisson, of Paris, for distinguished work in Inorganic Chemistry. The Medal was instituted in 1888 and has never before been awarded.

How was Herculaneum destroyed? Professor McKenny Hughes, in a lecture before the Royal Archaeological Institute, developed a new theory on this subject. In his judgment that city, unlike Pompeii, was overcome by rain-wash, heavily charged with cement dust. Thus while Pompeii is coated with a dry deposit, Herculaneum is embedded in concrete. Professor Hughes believes that if fresh excavations are undertaken on lines that he indicated, libraries and other valuable relics will be discovered.

SPAIN's illiteracy is revealed by Mr. Joseph McCabe in the *Contemporary Review*. Of 18,000,000 persons in Spain, we read, about 12,000,000 can neither read nor write; and of the remainder one-third can only do one or the other. "Compulsory" education, which was established in 1857, only reduced the proportion of illiterates from 80 per cent. to 68 per cent. by the year 1889. Perhaps it is no wonder, for the teachers are only paid from £10 to £20 a year and some of them cannot read! And yet, we believe that Spain is very well supplied with universities in proportion to its population.

"MR. OSCAR BROWNING must be endeavouring to hide for the edification of posterity some recondite truth." This is the suggestion hazarded by the *Daily Mail* to solve the literary puzzle (set by itself) why the popular don of King's College, Cambridge, has written his new book *Impressions of Indian Travel*. Our contemporary elaborates this theory in an amusing column from which we quote—"We know from the researches of Baconians ten years ago that in 1623 the great ex-Chancellor stood over poor Isaac Jaggard in his composing room filling the formes of that good, conscientious man with laboriously devised typographical errors of the most foolish description in order that an unknown American might many years later find Pope's Homer lying between the lines."

PRESENTATION Day at the University of London was celebrated at the Albert Hall, Lord Rosebery, the Chancellor, presiding. For the first time in the history of the University Honorary Degrees were conferred, the recipients being the Prince of Wales, Doctor of Laws, the Princess of Wales, Doctor of Music, Lord Kelvin, Doctor of Laws, and Lord Lister, Doctor of Laws. The Vice-Chancellor, Mr. Pye Smith, in introducing the Princess of Wales, said that she possesses the art of winning loyalty. Her life is the law of kindness, and she has the *scientia scientiarum* which is wisdom, and sympathy, which is half the art of healing. These gifts united in harmony. She, therefore, merits the Degree of Music. A large number of other degrees were conferred. Three thousand persons were present in the Hall, also a choir of 500.

Of a particularly valuable and interesting character was the first annual dinner of the M.A.-O. College (Aligarh) Association, which came off at the Hotel Cecil on the 17th June. Lord Stanley of Alderly, the President, was unable to attend, and the Chair was taken by Major Syed Hasan Bilgrami. Upwards of 30 members and about the same number of guests sat down. The first toast, after the health of the King-Emperor had been drunk, was that of the M.A.-O. College, Aligarh, which was proposed by Sir Charles Crosthwaite, who pointed out that while most of the Colleges in our great English Universities owed their existence to men of great wealth, the late Sir Syed Ahmad was a man of only very moderate means, and it was nothing else than his power of will and his whole-hearted devotion to the

cause which enabled him to found the great institution at Aligarh.

In the *Atlantic Educational Journal*, "Truth versus Lies" is the subject of a very instructive lecture in which Dr. Earl Barnes, after showing that in earlier forms of life as well as in the earliest stages of society truth is strangely lacking, points out the causes and the cure of the constant, persistent, and universal tendency in children to lie, which he ascribes (1) to their imperfect knowledge, which unconsciously gives rise to perversity of facts; (2) to their imagination, which often tempts them to tell what is not true; (3) to their egotism; (4) to the contagion of evil example; and (5) to selfishness or the desire to get something. He justly says that the effectual method of dealing with such cases of juvenile mendacity is to ascertain the real predisposing causes and try to remove them.

THE *Atlantic Educational Journal* gives the following as the French method of writing the multiplication table:—

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The advantages of this method of writing (continues the *Journal*) seem to be in its brevity and in the facts (1) that the constant factor in each line is written in bolder figures, so as to attract and hold attention, and (2) that the varying factors and the products stand close together. Needless repetition is also avoided. Each line may and should be repeated four times—for example, four twos are eight; four threes are twelve; four fours are sixteen; two fours are eight; three fours are twelve; four fours are sixteen; eight is four twos; twelve is four threes; sixteen is four fours; eight is two fours; twelve is three fours. Or the four readings may be combined

thus: Four twos are eight; two fours are eight; eight is four twos; eight is two fours; four threes are twelve; three fours are twelve; twelve is three fours; twelve is four threes, &c.

MR. HUGH CHISHOLM in the course of a letter to the *Times* remarks:—

Like Mr. Sidney Lee, I have just returned from America, where, like him, I have had every facility for studying the American University system during a tour of five months extending from the Eastern States to the Pacific coast. And I am inclined to agree with Mr. Lee that, as regards appointments to professorships, the American method, which he refers to, of careful selection by the President of this or that University, without the machinery of "ignominious" and self-advertising application by "testimonials" from numerous candidates for the position, such as is usual here, has decided advantages of its own.

But in his statement that it would be "an easy matter" to adopt the American method in this country, Mr. Lee hardly allows for a fundamental difference between American and British University organisation. We have no functionary, at all events at Oxford and Cambridge, who corresponds to the President of an American University; and with our College system, as at present in operation, it is difficult to see how we could. Personally it seems to me that in this respect our system is lacking in an ele-

ment of great value. The American University President is a man of affairs, a great administrator, the one centre of force in the University, who, if he is to succeed, must be a ruler of almost dictatorial power and responsibility. His continual thought is for the maintenance and replenishment of University efficiency. His activities are by no means confined to the narrow sphere of University life. He is a public man, constantly travelling about, making speeches and acquainting himself with the world at large, the recognised intermediary between his educational centre and the life of the country, and the exponent to the nation of the needs and advantages of University education, and above all of the particular need and advantages of his own University. He is one of the most successful "beggars" in the world—it is his business to make the millionaires feel that a million given to a University is a remunerative "business proposition," as the American phrase goes; and he does make them feel it, and they respond in a way unheard of in this country. The result, to make an end of this brief description, is that the American President fills a place both in American University life and in American public life outside the University totally different from that which it is at present in the power of any single man at Oxford or Cambridge to fill; and he has a personal responsibility for the whole welfare of his academic centre such as attaches to nobody at our British seats of learning.

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All contributions, books for review, &c., should be addressed to the Editor, Central College, Bangalore. 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.

A storm of no little magnitude has arisen in Rangoon as the result of a circular issued by the Director of Public Instruction to the effect that Burmese pupils in all schools in Burma must bow slightly, with folded hands, in customary Burmese fashion, on passing the headmaster, the class master, IX

or the Inspector of Schools. The circular also said that it should be impressed on Burmese pupils that Burmese etiquette is to be followed in all cases outside, and not replaced by any imitations of European customs. The orders regarding the wearing of shoes were to be rigidly enforced, and violation was to render the pupils liable to punishment and the class master to a fine.

As a result of this notice 550 out of 600 pupils attending the Government Collegiate School absented themselves from school; considerable controversy, newspaper and otherwise, was evoked; and a meeting of parents was held. The Director being on tour, a committee telegraphed to him asking him to suspend the circular till its representations had been laid before him for consideration. This request he acceded to.

At first sight and indeed on closer examination, there seems no reason for all this fuss. Mr. Pope has been apparently actuated by a praiseworthy desire to avoid that undue and excessive imitation of Western manners to which

the Burmese youth is particularly prone and to preserve national customs as far as possible. To bow slightly with folded hands seems to us simply the Burmese equivalent of the Hindu or Muhammadan salutation prevailing on this side of the Bay, or of the raising of the academic cap which is the practice in England. We cannot for a moment believe that anything like the full *shikoe*, which is observed when worshipping at pagodas or in the presence of priests or before Royal personages, and which includes kneeling on the ground, was for a moment contemplated by the circular. And we deprecate exceedingly the hostile criticism passed by various journals—from some of which we have learned to expect better things—on the Director, before that gentleman had the opportunity of explaining his action. While we are perfectly aware that the true respect of pupils for their instructors cannot be enforced by any such regulation, and that the outward forms of courtesy may be rendered in such a way as to be insulting rather than respectful, we have a high regard for such observances as a matter of discipline. We consider that those who urge these young men so loudly to “beware of servility” are altogether wide of the mark, and it would be much more fitting and progressive if they counselled them with regard to the attitude of the civilized world towards women. This is a point which we hope Mr. Pope will firmly stick to; also the regulation which requires the removal of shoes which are not of European pattern and which are worn without socks. In the classroom it might be sufficient for the pupils to stand, without bowing. A frank discussion will doubtless soon clear the air, and prove that the disturbance has been, after all, only a storm in a tea cup.

The Hon'ble Dr. Ashutosh Mookerjee asked a number of questions at the recent meetings of the Bengal Legislative Council, which elicited some interesting replies. Thus we learn that the proceedings of the Simla Conference held two years ago are still regarded as confidential, and consequently, though an Imperial grant of ten lakhs has been made to Bengal and spent there, in carrying out the recommendations of that conference, the Lieutenant-Governor is not able to furnish information showing which of those recommendations have been carried out. Another series of questions related to the reduction of the number and the value of Government scholarships awarded on the results of the Entrance and F.A. examinations of the Calcutta University, a reduction which seemed to clash with the remarks on scholarships contained in paragraphs 71 to 75 of the Report of the Indian Universities Commission. The reply was that the reduction in the number and value of the scholarships under discussion had been made at the instance of the Government of India, who, in reviewing the Report on the Progress of Education in India from 1892-93 to 1896-97, observed that the amount spent on Junior and Senior Scholarships in Bengal had exceeded the 2 per cent. limit fixed by the Education Commission of 1881. A reduction was, accordingly, effected in the manner above shown, the whole of the amount thus set free (Rs. 14,376 per annum) being allotted to the creation of additional primary scholarships. This is good.

Dr. Mukerjee then got on to the very debatable ground of the professoriate. We append the answers of Government to his various questions:—The policy of placing certain of the Government Colleges entirely under Indian

professors emanated from a recommendation made by the Public Service Commission in the year 1886-87, to the effect that the English agency employed in the Educational Service should be reduced. This recommendation was, however, qualified by an expression of opinion that there should be, in each presidency, at least one college with a staff of professors capable of teaching up to the highest European standards, under a European Principal, and that the same object should, as far as possible, be kept in view as regards the smaller colleges. In pursuance of this policy, while several officers of the Indian Educational Service have always been attached to the Presidency College, and the Dacca and Patna Colleges have each been provided with a principal and a professor belonging to that service, the Colleges at Hooghly, Krishnagar, Rajshahi, Cuttack, and Chittagong, and the Sanskrit College, have usually been manned by officers of the Provincial Educational Service, which consists almost entirely of Indian gentlemen. All the last-named Colleges, with the exception of the Hooghly College, are at present entirely officered by Indian professors. There is no proposal to increase the number of Colleges which are entirely placed under such professors. As shown above, it is not intended to include the Presidency College in the category of those institutions which are to be placed entirely under Indian professors. There are at present attached to the Presidency College 15 Indian and 7 European professors. Owing to the absence on deputation and leave of four European professors from this College, there has recently been some temporary reduction in the number of such officers and a corresponding increase in the number of Indian professors. In the case of Government Colleges, which

have been placed entirely under Indian professors, such professors usually belong to the Provincial Service. According to present arrangements, however, the Dacca College will shortly be entirely manned by Indian professors, two of whom will be in the Indian Educational Service. Inasmuch as the rate of pay in the Provincial Service is lower than that which prevailed in the former superior graded service, from which the European professors were previously drawn, the substitution of Indian for European professors has resulted in a substantial reduction in the cost of maintaining the Colleges under consideration. In order to institute the comparison between the educational work of the Indian professors and that of European professors whom they have replaced, desired by the honourable member, it would be necessary to call upon the Director of Public Instruction for a full report. The Lieutenant-Governor was not disposed to take this step.

We hope we shall not be accused of race prejudice when we content ourselves with saying that this is not good enough.

But there is worse to come. At a previous meeting of the same council the astonishing information was elicited that in eight out of the nine Government Colleges in Bengal there is not a single European employed to teach the English language and English literature. Nor is the one exception, as might have been supposed, the Presidency College. It is in the Patna College that Mr. H. R. James has the honour of being the one Englishman in the Bengal service who teaches English. We have nothing to say against Mr. H. M. Percival who is at the Presidency College, and we are aware that of the remaining nineteen Government Professors of English,

two have graduated at Oxford and Cambridge respectively. But these at best are not large considerations. It would be interesting to have a similar set of returns concerning the aided and private colleges of the Presidency. Certainly facts like these throw a good deal of light upon the educational conditions of the "Babu" country, and go far to justify the protest of the other presidencies against being included in a condemnation which should really be confined to where it alone belongs.

In a recent number of *The British Weekly* the versatile editor-correspondent unburdens himself of a number of dicta on the Art of Teaching, being prompted thereto by the publication of a little primer on the subject by Mr. John Adams, Professor of Education in the University of London. The first qualification of a successful teacher which he notes is 'that he should secure the admiration of his pupils' and this is greatly facilitated by university distinctions. We in India at least know with what delight every additional 'terminal initial' is welcomed; but there must be something more than this, to wit, power and knowledge. Anything that lessens confidence weakens power, and the *sine qua non* of a teacher is that he should know his subject. A corollary of this is that he should not be told off, even in time of stress, to do work for which he is not qualified; an arrangement which is said to have been made more than once in India. We are however to add to our knowledge 'the indefinable characteristic of authority,' and to this 'moral character,' and to this 'the power of awakening the mind (the teacher cannot put information into a mind as you put a letter into a pillar-box),' and to this 'the power of communication.' Finally the true teacher

should be sparing both of praise and blame but should mean what he says in each case. We give one paragraph in full.

'In "Alfred Hagart's Household," Alexander Smith gives a memorable sketch of the late Professor Ramsay of Glasgow. He speaks of the grey eye that froze ignorance and carelessness like a statue. Ramsay had that power because his students knew that he was doing his best for them. It is so with all the great teachers. They devoted themselves to their work, they came to their classes thoroughly prepared, they asked from their students what they cheerfully gave themselves. On this point there is a singular deadness of conscience among many excellent men. One of the noblest characters I ever knew went year after year to his class with his old lectures soiled, and shabby, and brown and dim. People wondered that he was not successful as a professor, and they could hardly believe it. But in reality there was no need to wonder. A professor who sustains the interest and respect of his students keeps his lectures up to date. There are professors who do not prepare lectures, and think they can achieve their purpose by talking. I never knew one who was not an absolute and hopeless failure. The young are merciless logicians, and they argue that if a man takes money for work that he does not do well, his pretensions to high character are ridiculous.'

There can be no doubt that the Government has acted wisely in giving a period of grace to the Bareilly College Committee, says the *Pioneer*. From an abstract point of view the Government would have been justified in closing the College at any time during the last decade. The College funds were insufficient, and its classes crowded out the

high-school classes. Efforts to raise the money that was required to put the College in a state of efficiency have hitherto been abortive, and there was every reason to believe that the people of Rohilkhand did not love the institution sufficiently to put their hands in their pockets. The results of the orders of the 30th May, however, were immediate; a considerable sum has been raised on short notice. It is true that this sum is only about one-third of what is required of the minimum on which Government very properly insists, but the public feeling which has been aroused certainly lends colour to the contention that if time be allowed, the money will be raised. Very mistakenly, but without doubt, the educated classes in the Provinces are under the impression that Government wishes to check the growth of English education, and that the Universities Commission was an expression of that wish. Nothing, we are convinced, could be further from the fact, but assuredly the peremptory closing of the Bareilly College would have turned this impression into conviction. The patience of Sir James La Touche and his readiness to help with a Government contribution were, therefore, wise and statesmanlike, and should have the best possible effect. It will be unfortunate if they are misinterpreted.

Mr. Alexander Munro, the Director of Public Instruction, has issued a circular in which he announces his intention of instituting in his provinces a custom well-known in American schools, *viz.*, the planting of trees in school grounds, waste places and road sides. The circular gives a few simple directions as to planting and tending which, if faithfully observed, will, we think, be found adequate, and Deputy Inspectors have already submitted

lists of villages in which the scheme may be carried out. The trees to be planted are the mango, mahua, pipul, banian, tamarind, neem, naranga, and any other good shade-giving tree that thrives in the locality. Rewards to the boys for the best trees will be given from the school-fees, and District Councils will be asked to offer small prizes for the masters.

The day to be observed in this way is the birthday of the Emperor, November the 9th, and apart from its association with this auspicious occasion, there can be no doubt that the greatest benefit would result from the planting of trees in villages. Many of the villages in these Provinces are denuded of trees, and, in the hot weather, the heat is intensified by the absence of shade. School-compounds, camping-grounds, and road-sides, are in many places bare and destitute of shade. The planting of trees in such places would, in course of time, be of great advantage, not only in modifying the heat but also in beautifying the village and school. Again, the planting of trees is held to be of great use in tending to increase and equalize the rainfall. Apart from these considerations, there would be the further benefit of providing the boys with healthy occupation out of school hours and in fostering a taste for nature study, which is specially desirable in an agricultural country.

It may be remembered that Mr. C. H. Mounsey, the Collector of Coimbatore, proposed a similar celebration of His Majesty's Coronation in the Madras Presidency, but we have not heard of any case in which the suggestion was carried out. Perhaps the action taken by Mr. Munro will again direct attention here in the South to what seems in every way an admirable scheme.

To the slender roll of honorary Doctors of Laws the University of Bombay has now added the name of Dr. Bhandarkar, who will share the distinction with the Marquis of Ripon and Principal Wordsworth. It may be safely said that in this case again the University honours itself at least as much as the man it honours. Dr. Bhandarkar has rendered great services to Indian archæology and to Indian education. In the former field at least his fame has travelled far beyond the bounds of his own country, and in the latter his career has been one of distinction and progress. Nor is this all. As a contemporary points out, 'he has been for years the strenuous and unwavering champion of liberalism in religious and social matters. His name stands for all that is best and noblest in the endeavours of those among us who believe that the salvation of this country is to come from out the depths of the national mind and not from mere changes in forms and institutions. He has won the white flower of a blameless life, and the influence of his example has lain like a potent spell even on those who disliked his plain speech and uncompromising truthfulness.'

In these days when ideals as well as means are being discussed, the following extract from the Massachusetts School Law of 1837 may not be without interest.

"It shall be the duty of all instructors of youth to exert their best endeavours to impress on the minds of children and youth, committed to their care and instruction, the principles of piety, justice, and a sacred regard to truth, love to their country, humanity, and universal benevolence, sobriety, industry, and frugality, chastity, moderation, and temperance, and

those virtues which are the ornament of human society, and the basis upon which a republican constitution is founded; and it shall be the duty of such instructors to endeavour to lead their pupils into a clear understanding of the tendency of the above-mentioned virtues to preserve and perfect a republican constitution, and secure the blessings of liberty, as well as to promote their future happiness, and also to point out to them the evil tendency of the opposite vices."

We have received a copy of a letter from Mr. D. Edwards-Radclyffe concerning Ramie and Basil, which he has sent to all the Agents-General for the Colonies, calling attention to the possibilities of Ramie (Rhea) as the undoubted 'textile of the future.' The fibre is said to be easily cultivated and to be a formidable rival to cotton, and the writer of the letter sets forth its advantages at some length. It should be worth the while of some of our industrial educationists to look into this, and full particulars can be obtained from the above-named gentleman at 25, Birchington Road, West Hampstead, London, N.W.

Another letter tells us that Messrs. H. Cannel & Sons of Swanley, Kent, have a stock of the *Ocimum Viride*, concerning the properties of which as a mosquito expeller, a considerable discussion is at present being waged. Those who are desirous of experimenting for themselves while the doctors are disagreeing, may obtain a packet of four seeds for five shillings, or an established plant in a pot for the same sum.

PRIMARY EDUCATION IN MADRAS.

I.

The condition of primary education in India generally, and in the Madras Presidency in particular, is of such an unsatisfactory character as to demand the most serious attention of the Government, and the most vigorous efforts for its improvement. It may be freely granted that the Government is sincerely anxious for the development of primary education, but it is extremely doubtful whether it has grasped the true nature of the primary education problem, or in any adequate degree realised the right method of advance. The recent proposals for the establishment of a number of model primary schools may reveal a knowledge of the theory of education, but it certainly betrays an utter lack of knowledge of educational needs. Model bakeries may be very admirable institutions, but they are hardly the means one would expect to be advocated for famine relief. In view of the actual educational starvation in every district of the Presidency, such a proposal is more calculated to excite ridicule than respect, to demonstrate ignorance on the part of the Educational Department, rather than an intelligent grasp of the situation. When the existing primary schools have been multiplied a hundredfold, and the present vernacular education, elementary and unsatisfactory though it be, has been diffused throughout the Presidency, it may be time to take more vigorous measures for perfecting the machinery. Where the great bulk of the community had no land to cultivate, it would be absurd to open model farms, and where the great majority of villages in the districts have no school, it is equally absurd to spend time and money in the establishment and maintenance of model schools. The great object-lesson which such schools would set forth, is just

the lesson which it would be ruin for the private school to learn, and the reasonable expectation of adequate support which their upkeep would excite, is the exact opposite of the lesson which the private school has been forced to learn. For years the grant received by private schools has been out of all proportion to the grant actually earned. It is difficult to see how the opening of model schools is likely to improve this state of things. The real fact is that the policy of the Government, as it has been given effect to by the Educational Department, has for years past been in the direction of discouraging rather than encouraging primary education. There can be little doubt on the part of those who have had much to do with village schools, that if the grants earned had been faithfully paid, and if the Educational Department had realised that its chief object ought to be the encouragement of private effort, the number of village schools might easily have been doubled. To cut down the meagre grants that have been awarded, to insist on conditions of recognition only rightly applicable to towns, to demand the expenditure of large sums of money in the erection of buildings which shall satisfy the ideas of the D. P. W., to call for sanitary certificates from a medical officer, and generally to apply to villages principles which can only obtain in large towns, is to hinder and obstruct the extension of primary education. Better that the boys and girls in the villages should be educated under a village tree, than that they should not be educated at all. Better that they should sit on the floor to receive their education, than that they should be refused an education for the lack of a bench. Better that money should be paid to schools which have provided the bare necessities of education, rather than that it

should be reserved for the provision of the luxuries of seats with backs.

If the Government are really anxious for the extension of village schools, they must be prepared to alter their whole attitude to the managers of private schools. They must recognise in the first place that it is not the Government who is aiding the manager, but the manager who is aiding the Government in discharging its duty to the people of this country in the matter of education. The whole attitude of the Educational Department is the exact reverse of this. From the Director down to the Inspecting schoolmaster the impression seems to be, that the grant-in-aid is a reward or a favour on the part of Government, rather than what it actually is—a payment on account of work done, the discharge of a debt which has actually been incurred. The consequence is that though the work has been done, and done satisfactorily, the payment, being regarded as a favour, is cut down or withheld without the least compensation. If the managers of private schools were as little concerned for their schools as the Government shows itself to be, half of them would be closed, and the other half only fitfully carried on. The first condition therefore for any extension of primary education on the part of private bodies, is a guarantee on the part of Government that it will faithfully fulfil its engagements, and pay its share of the cost of primary education. Unless it is prepared to make this guarantee, the tendency of private bodies will be more and more in the direction of leaving the Government to do its own work. Let the Government be just to private schools before it indulges in generosity to public schools, and it will soon find an encouraging increase in the number of private village schools.

In the second place the fixed grant system needs to be very considerably modified in its application, if it is to be welcomed by managers of private schools. The principle is admirable, but the method in which it has hitherto been applied leaves much to be desired. In 1898 I had a primary girls' school under the salary grant system, receiving at that time Rs. 150 a year. In 1899 it was placed under the fixed grant system, and the grant fixed at Rs. 120. In 1900 this was reduced to Rs. 110, though the staff was just as qualified, as it was in 1898, when under the salary grant system, it was receiving Rs. 150. In 1901 the school was placed on the result grant system, because the staff was alleged to be not properly qualified, although, as a matter of fact, it was better qualified than in 1898. The grant under this system fell to Rs. 75, and the following year to Rs. 61. As regards the qualification of the staff, in 1898 the Headmaster was a primary trained teacher, and one of the mistresses possessed an untrained teachers' certificate. For the last two years the Headmaster has been a Lower Secondary trained teacher, and the other two teachers possess untrained teachers' certificates. If any real advantage is to be obtained by the fixed grant system, the amount of the grant must be fixed on some just and reasonable principle. At present it is fixed on the average result grant earned for the previous three years. Under the result grant system however, the quality of the staff, as far as departmental qualification is concerned, is a matter of secondary importance. If a manager, however, wishes to get his school recognised under the fixed grant system, he must get a better qualified staff, which means an increased expenditure, yet his grant is to be regulated by the grant he earned under a

less expensive system. The fixed grant system ought to be connected with the salary grant and not with the result grant system. The actual expenditure therefore, and not the amount previously earned as result grant, should be the basis of the calculation. This is the case in the Bombay Presidency, where the fixed grant system has long been in vogue, and the Madras Government has certainly not improved on it.

Another important matter connected with the question of the extension of primary education is the necessity for recognising that it is distinct from higher education, and ought to be treated as complete in itself. At present it is treated as preliminary to the higher, whereas for the bulk of the community, it comprises all that is meant by education, and certainly all that is at present needed. The village school is not primarily a feeder to the higher school, and ought not to be treated as such. Primary education is the education for the great majority of the population, and meets all their needs. It should therefore be regarded as occupying the chief, and not the subordinate place in the educational policy of the Government. It ought to be of far more importance to the Government that the mass of the people should receive an elementary education, than that a few privileged classes should be able to obtain a higher education. One looks however in vain for any such recognition in the educational policy of the Government as revealed in their published statistics. Higher education has been consistently encouraged at the expense of primary. High schools and colleges have been liberally financed, while the primary school has been starved. Local Boards and Municipalities have followed the Government lead, and provided for the higher education of the few,

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while they have been utterly indifferent to needs of the many. They have frequently pleaded poverty as the excuse for reducing the grants earned by private schools, while at the same time they have carefully maintained their own higher schools. The Educational Department has similarly confused ideas as to the true position of primary education. It is for instance no doubt advisable that the master of the primary department of a school should be a Lower secondary trained teacher, but it is neither advisable nor necessary that a village schoolmaster in charge of a primary school should possess such a qualification. It is not advisable because the cost of such a teacher is too expensive for a village school; and it is not necessary, because a primary trained teacher is quite capable of teaching a primary class, as results have again and again proved. It is quite true that exceptions are allowed under the present rules, but if primary education is to be extended the exception must become the rule for village schools, and the rule become the exception, only to be applied to higher schools. The distinction between upper and lower primary schools should be abolished and the primary school should teach up to the primary examination, which is the final examination for the great majority of the people. The primary trained teacher should be recognised as fully qualified for the position of a village primary school. It would further help the cause of widely diffused elementary education, if the study of English were entirely excluded from the curriculum of primary education. It is not needed in village schools, and its study is a pure waste of time. Because it is taught in primary departments of higher schools however, the boy or girl who has passed the primary examination in the vernacular in the

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village school, is considerably handicapped on proceeding to the higher school. If English were started after the primary examination, the best children from the villages could proceed to higher schools unhandicapped by their earlier training. If this is not done the tendency will be to teach English in village schools, where it is entirely out of place, in the interests of one or two influential people who wish their children to proceed to a higher education. It will, of course, be said by the advocates of higher education, that the higher schools would suffer from such an arrangement. This however is extremely doubtful, if the quality and not the mere quantity of scholars is taken into account. The Lower Secondary course might with advantage be lengthened, and the examination would weed out the unfit, leaving only those who were likely to benefit by a higher education to enter the high-school department.

A further condition for the extension of primary education is a much greater liberality on the part of Government in the matter of allotment for educational purposes. It must not only be more trustworthy in the matter of payment for work done; it must be prepared to take a much larger share of responsibility. Private bodies cannot be expected to make any very great increase in the amount they are expending on education. Their resources are even more limited than those of Government. What they can do, and are quite prepared to do, is to supervise and encourage education at a cost to Government of about half what the Government would be obliged to expend if they did the work themselves. Let anyone compare the cost and efficiency of private schools with that of public schools, and it will be found to be all in favour of private schools. In the managers of these schools

the Government has a body of men and women keenly interested in education, prepared to give both time and energy in making them efficient, and in addition generally contributing a large share towards their support. In return managers find that the private school is invariably sacrificed for the public school, and that they are hampered by regulations which while increasing their expenditure bring no corresponding increase in income. It is little wonder that village schools are so few in number, while the attitude of Government is so niggardly, and its policy so shortsighted. If elementary education is to be extended so as to bring it within the reach of the great rural community, the Government must be prepared to make much more use of this great volunteer auxiliary, the managers of private schools. It ought to be possible for a capable manager to have a great number of village schools in his district, which are fully self-supporting. Fees and Government grant ought to meet all ordinary expenditure, and even then the cost to Government would be considerably below the amount they would have to provide if they supported a school of their own. To make this possible however the Government must make far more liberal grants than they have hitherto done, and must establish a much better reputation for trustworthiness than they have as yet succeeded in doing.

Finally, the regulations as to recognition of village schools must be considerably modified by the introduction of a reasonable amount of common sense. It is absurd to frame regulations which make village education too expensive a matter for anyone to touch, and which, if carried out on any extensive scale, would land the Government itself in bankruptcy. Plans and estimates for the erection of village schools are an absurdity, and

wholly unnecessary. D. P. W. architecture and methods of construction are out of place in regard to village schools. It is a matter of fact that managers of town schools can frequently put up a building suitable for all their requirements at less cost by dispensing with Government aid than by accepting it. How much more is this so in the matter of village schools. It ought to be easy to get a grant for a village school building, on the recommendation of the inspecting officer who sees the building and enquires into its cost. The application should be made when the building has been erected, and in the erection the manager should be allowed to use his own discretion as to the nature and style of building required. He is not likely to err on the side of costliness, and a Government which cannot pay for the work of teaching, ought not to be too fastidious as to the building in which the work is carried on. The same remark applies to furniture, which in a village school should be the simplest in kind, and the minimum in quantity. To insist on the necessity of providing a seat for a boy when in school, who never sits on anything but the ground at home, is simply ridiculous.

BERNARD LUCAS.

PRIMARY EDUCATION IN MADRAS.

The Rev. A. Andrew has done a public service by his protest on behalf of all interested in the educational progress of the country, against the present condition of primary education. That this condition is most lamentable is well-known; the Government themselves have admitted it on more than one occasion. Mr. Andrew has discussed the question with full details in the three able letters recently published in the columns of *The Mad-*

ras Mail from his experienced pen. A departmental Conference of educational experts was recently held under the presidentship of the Director of Public Instruction. It has, I dare say, arrived at conclusions with important bearing on the progress of primary education. The proceedings of the Conference have not appeared in the newspapers, and the public are consequently at a loss to know what these conclusions are and how the Conference was constituted. I understand that there were about 20 persons present, of whom one-half were Christian Missionaries, and the other half, officers of the educational department including the Director, his Assistant and a number of Inspectors. Why the constitution of the Conference was thus given a bureaucratic character, it is difficult to see. One would think that on educational questions it is not the official experts alone that can speak with weight, but that the large classes representing the parents of the school-going children and the educated classes generally may profitably express their views. There must be sufficient reasons for the Conference having been made so exclusive; but of these reasons the public are not aware. Nor are the terms of the conclusions known. I hope they will be published in due course. But the Conference could lose none of its importance or interest by having its proceedings and conclusions published in the papers from day to day. But apart from these terms, it can be believed generally that the conclusions refer to reforms that can be carried out only within the scope of the existing system, that is to say, without necessitating a change in the present administrative machinery responsible for the state of primary education, or an enhancement of the funds now available for the purpose.

The Rev. A. Andrew has well pointed out how the funds now available for the most important object of advancing primary education or the education of the poorer classes, are quite inadequate. No separate cess is levied in this Presidency for this object. The funds are supplied by the Local Boards and the Municipalities, and a considerable portion of them is made up by the fees levied from the pupils. On a few schools maintained by the Government in special backward tracts and for the benefit of special backward classes, they spend a small sum. The great bulk comes from the sources referred to above. I do not understand how Mr. Andrew arrives at his figure representing the amount spent on the primary schools for boys and girls. He puts this, for the last year, at Rs. 9,92,971 from Provincial and Board Funds. There must be some mistake here. For, I find in the Administration Report for the year 1901-02 that the expenditure on the primary education of boys from Local Funds was Rs. 19,54,646. Including the primary departments of secondary schools for boys, the Administration Report puts the aggregate expenditure including fees at Rs. 22,83,926. To this, if the expenditure from the same source on the education of girls in the primary and secondary schools, namely, Rs. 3,37,911, were added, the total spent on the primary education of boys and girls was in the year 1901-02 Rs. 26,21,837. The average cost per boy-pupil was Rs. 3-7-0 and that per girl-pupil Rs. 4-9-0. The Rev. Mr. Andrew calculates the average cost per boy to be Rs. 1-6-3. I am unable to reconcile the Government figures with those of Mr. Andrew. The figures of the Administration Report, it may be stated, include all kinds of expenditure, that is, expenditure on schools, on inspection and on grants-in-aid.

I am not myself satisfied as to the accuracy of my figures as given above, though, I believe, they are accurate enough for the present purpose.

Mr. Andrew gives the amounts spent on primary education in various European countries from the State funds, and these amounts are several times larger than the amount spent in the Madras Presidency. While in the United Kingdom, France and Germany, the State adds its own substantial contribution to the proceeds of special local cesses levied for the purpose of primary education, here the contribution made by the State is but a trifle. Much progress cannot be made so long as primary education rests on its present slender financial basis. The question is one of funds more than of anything else. The resolutions of the Conference do not, it may be supposed, suggest an augmentation of these funds, nor a change in the machinery of the administration. But both are necessary in my judgment, and the time has come for drastic measures being taken to wipe out the slur on British rule in India that it neglects the education of the people whom it taxes heavily withal. I am glad that the Rev. Mr. Andrew takes substantially the same view as myself as regards funds. He suggests that at the next revision of the contract between the Government of India and the Government of Madras, provision must be made to enable the latter to set apart 70 lakhs of rupees for the purpose. This amount would be required, according to Mr. Andrew, to bring the whole of the 5 millions of neglected children under instruction. But if the Government's calculation of Rs. 3-7-0 and not Mr. Andrew's Rs. 1-6-3 were taken as the cost of instruction per pupil, the cost would be not 70 lakhs but about 150 lakhs of rupees.

But as it is obvious that the whole of the 50 lakhs of neglected children cannot be brought under instruction all at once and as no compulsory system of education is contemplated at present, the first practical step towards progress will not cost any such fanciful amount. For several years to come the utmost activity that can be possibly shewn in the cause of educational progress, more especially in the rural areas, cannot exceed twice the present expenditure, or say 50 lakhs of rupees a year, entirely devoted to the primary education of boys and girls. Even to this amount the expenditure can rise only gradually.

This increased amount cannot possibly come from the local funds, which have numerous demands to meet. I think that not less than 15 per cent. of these funds are compulsorily spent on communications; then there are other objects like sanitation, medical service, prevention of plague, and so forth. At any rate, the Local Boards cannot possibly devote more than 10 per cent. of their revenues for the purpose of education. Nor would it be wise to enhance the rates of the cess now levied towards the local funds. The ryot's back already bears a sufficiently heavy burden. I think the various special cesses that are now taken from the ryots amount to 12½ per cent. of the land revenue proper; and as the land revenue increases from time to time, the amount of the cesses also increases. To depend on the precarious charity of the Government of India would also be unwise. The surplus of the past years may not recur in the future years. Proposals such as Mr. Brodrick's, for instance, would entail nearly 180 lakhs of additional expenditure. If the report about the cost of the recommendations made by the Police Commission be true, an additional expenditure of 3 crores a year will

be needed in that department alone. Even if these amounts are not accurate, these recommendations as well as the recommendations that have been or will soon be made, by other Commissions, must cost money. To expect the same generous subvention for the benefit of education from the Government of India in the coming years as was received in the past two years, would be unreasonable. The paramount interest of education should be placed on a permanent, independent and elastic basis, and should not depend on the caprice of extraneous generosity. The funds available for the advancement of primary education should be constituted by the proceeds of a special source and by a substantial amount of grant from the Provincial Government.

It appears to me that the rates of the present local fund cess which are one anna in the rupee in most districts and more in other districts, should be reduced, so that the amount now spent on primary education by the Local Boards might be set free from their funds and vested in separate and special educational councils, which I suggest should be established. The present expenditure from the local funds on education does not exceed about 10 per cent., and it is necessary, as Mr. Andrew observes, that this exceedingly small proportion should be increased to say, at least, 15 per cent. It may be argued that the raising of expenditure on education would reduce the funds available for other objects, such as roads and sanitation. It will, no doubt. But none will deny that, important as these objects are, they are less important than education, which is the only radical and enduring remedy for social evils. If the District Boards were relieved of educational charges, the cess now levied towards their funds might be reduced from one anna to

10 pies or 10½ pies. The 2 or 1½ pies in the rupee thus set free should be added to a similar proportion of the cess now levied towards what is called "Village Service Fund." This Fund comprises, (1) contributions from general revenues, (2) contribution from ryots, and (3) miscellaneous sundry items. The contribution from the ryots is obtained in the shape of a cess at the rate of 9 pies in the rupee. The Government contribution equals the proceeds of the cess. The total charge on the "Village Service Fund" amounted last year to Rs. 51,60,546, and there was a closing balance of Rs. 5,26,489. The charges consisted in salaries to village officers, in the construction of village channels and in other sundry expenditure. The main object of the Funds is the payment of the salaries to the village officers. But it has been found in practice that the object does not require such a large expenditure as 51 lakhs, as is shown by the closing balance of last year which is more than one-tenth of the whole. Besides, I am in a position to state that in many districts the villages have been burdened, under the new system of fixed monthly salaries instead of the old system of *martiams* or payments in land, with superfluous numbers of servants, who, having been set free from the control of the village community, have become virtually the personal servants of the village munsiff and the accountant, and are more often employed in the domestic service of these officials than in the service of the village community. For these reasons, the rate of 9 pies in the rupee may be well reduced to 7 pies, the proceeds of the remaining two pies, namely, 11 lakhs of rupees, being added to the funds for the promotion of primary education. Thus the increased funds for this most important object will be derived from these sources:—

(1) The amount now spent on the primary education of boys and girls including expenditure from Local Funds, Municipal revenues, Provincial revenues, indirect as well as direct Rs. 20 lakhs roughly.

(2) The amount that can be saved from Village Service Fund Rs. 10 lakhs.

(3) Annual grants from Provincial Revenues Rs. 20 lakhs.

Total Rs. 50 lakhs.

The annual expenditure of 50 lakhs will include the direct expenditure on instruction and inspection, grants-in-aid, and every item of expenditure now incurred on primary education. I propose that this amount should be vested in separate educational councils which should be established in each district. These councils will have no other function than that of advancing primary education of boys and girls. The members might be elected by certain constituencies which need not be considered in this place. The members of the Municipal Councils, of the District Boards, and the teaching staff and managers of the various educational institutions in the district, might be constituted into the electing body. The educational councils will also contain *ex-officio* members who will be the Inspecting Officers of the district. They will be subject to the same control and direction of the educational department as the Municipalities and District Boards are now in educational matters. The new councils will have neither more nor less freedom than other institutions, at all events at the beginning. It may be prudent to try the new scheme as an experiment in select districts where education is progressive and is appreciated by the people. The chief advantages of the system proposed will be, in the first place, the members of the new councils will be chosen with a spe-

cial view to their sympathy with and interest in educational matters. The Municipal Councils and District Boards are not constituted on this principle. Social qualifications receive principal consideration, and in the case of District Boards, the nominations of members are made by the District Collector or Divisional Officers, chiefly on the consideration that the members should be persons socially fit to sit by their side at the meeting. In the administration of these Boards, various heads of departments constantly interfere. Rural communications, sanitary improvements, conservancy, medical service, and education being among the objects of the local funds, departments of the Provincial Government representing these objects naturally claim the right to active interference. This demoralises the members, who can acquire no sense of responsibility and can exercise little or no independence or freedom. The new educational councils will be on a different footing. They will have only one object to attend to, and the members will be chosen with exclusive reference to the sympathy and interest they manifest in regard to educational matters.

Moreover the bulk of the population are more conscious of the importance of education than they are of sanitation or medical service or other objects now comprised within the scope of local administration. The educational councils will work with the invaluable advantage of popular sympathy. If only the curriculum of primary instruction were placed on a more rational basis than at present, that is to say, if it were made more practical and more in accord with the practical and daily needs of the people, the progress of education would be quicker and more easy. The instruction imparted in the old pial schools was a good deal more practical; especially the system of Arith-

metic, casting accounts, Hindu calendar, &c., should be included in the instruction. I am sorry to learn that, at the Conference held in Madras, the question of reviving the old indigenous system was vetoed by the Director of Public Instruction, under the influence of the Missionary delegates. If to this, some instruction in agriculture, in carpentry, in weaving, &c., were added, primary education would be far more popular than it is at present.

There is another reform necessary, if primary education is to be advanced so as to meet the wants of the growing population. While the utmost effort is made by the educational department to introduce trained teachers in the staff of primary schools, the teachers that are already employed in the service in villages should be treated with every possible consideration. The crusade of the department against untrained teachers and the so-called inefficient schools is often carried to an extreme. A village school master that has been for many years such in the village, is an elderly person and has a family, is told by the Inspectors that, unless he undergoes training, he will get no aid. This is in many instances tantamount to laying on him an impossible condition. He is too old to play the rôle of a young lad; he cannot leave his family in the lurch; or during his absence the school he has established and brought into a good condition may collapse. The stipend he receives for the few months during which he undergoes training varies from Rs. 5 to Rs. 3, which will hardly suffice for his own maintenance; and what can he do for the family in the village? In such cases, the department should be content to tolerate the smaller of the two evils, to help an indifferent school rather than have no

school to help. It is an absurd idea which has somehow got into the brain of officials that no school is better than an inefficient school. The poet who said "Drink deep or taste not the Pierian Spring," could not have uttered a more dangerous half truth. These half truths have, as a fact, more often misled men than helped them along the path of right. A village lad who knows how to read and write and has received instruction, however defective, is a much better member of the local community than another who is thoroughly illiterate. Inefficient schools need not be inefficient for ever. They could be gradually improved, if only the Inspectors were capable men who understand their business. To establish a new school in a village and bring it to a state of permanence, is more difficult than to improve a school which has long existed, though in an inefficient state. Efficient schools will of course receive more liberal aid than inefficient ones; but to starve the latter is not the best means of improving them.

G. SUBRAMANIA IYER.

THE DOCTRINE OF PESTALOZZI.

(Continued from page 329.)

If we put the sense of the few aphorisms, quoted before from *The Hermit's Evening Hour*, together, we shall find Pestalozzi's early view of education. And if we compare it with the curriculum of many a modern school, shall we not feel that these latter, disregarding his warning, were planned not from the standpoint of the child's natural tastes and abilities, but from some external point of view harmonizing with some notion called the whole body of knowledge, and drawn from the experience of those who were children a very long time ago? We shall surely find

instruction not education; a pouring-in, not a drawing-out.

In *Leonard and Gertrude*, we find his early method somewhat elaborated: in the main, it is a matter of reading, writing and arithmetic, with the addition of domestic duties and of some outside manual occupations, spinning for example. This method, so simple, so universally possible, makes the utmost of the child's natural tendency towards activity; and moreover it ensures knowledge, intimate sensible awareness, of his own immediate surroundings. And then from that visible tangible present the child is led to consequences which he might have left unnoticed: his industry is shewn to be part, a small one, of the social order: his thankfulness for plenty is directed onwards into the charity whose other name is love. The process is always from the immediate to the remote. The common things of life in the household of Gertrude are woven into a scheme of real education.

It must be admitted that Pestalozzi was not a born raconteur: some of us may be glad that we never met Gertrude in the flesh; and yet we feel that the heart of the thing is sound. "It is all very well and good," said Gertrude, "for them to learn something: but the really important thing is for them to be something." Character, there it is, the first and last word in education.

This simple method, Pestalozzi elaborated in the *Letters to Gessner*. Here, he compares education in any so-called civilised community to a large building on three floors. The magnificently furnished but sparsely peopled top-floor: the fairly furnished but strictly self-contained middle floor: the wretched, crowded, closed-in ground floor suggest to him the immediate necessity and urgency of

discovering not palliatives but fundamental cures for so unsatisfactory a state of affairs.

We must remember that whatever he may have been, he was not methodical. It is useless to ask from him a reasoned ordered system based on experimental psychology and ethics. In ethics, he is an optimist. He has, with or without grounds, an ineradicable belief in the innate goodness of man—"Friend, Man is good: he wills to do right, only at the same time he desires his own comfort: and if he is wicked you may be certain that it is because we have closed to him that path in which he could have done rightly. To shut the path to him, what a horrible thing!"

Here Pestalozzi finds his amiable belief that man wills to do right pulled up with a jerk by the fact that many men are bad. But he slips round the difficulty, first by declaring that we have shut the Path, (he does not seem to notice that 'we' are some of those men who "will rightly," which cannot surely include path-shutting to others) and also by producing another human quality,—the desire for well-being. If we put the path-shutting on one side as rhetoric rather than reason, we are left with those two principles which Butler called reasonable self-love, and the principle of conscience.

In Pestalozzi's hasty optimism, we miss that patient research with which the greatest of English moralists analysed these seemingly inimical principles, which he declares nevertheless to be capable of harmony to the man of understanding:—(Sermon iii)—"Reasonable self-love and conscience are the chief or superior principles in the nature of man. . . . Conscience and self-love, if we understand our true happiness, always lead us the same way. Duty and interest are perfectly coincident: for the most part in this world:

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but entirely and in every instance if we take in the future and the whole." Pestalozzi merely finds the two principles and leaves them. He does not inquire for instance which of them experience shows to be the dominant factor usually in the average man's conduct: he does not ask whether perhaps the principle of self-love is not sufficiently strong to be left to look after its own interests, and whether the principle of conscience may not require a little training, a little help, a little bolstering-up in the rough and tumble of life. And yet, to the educator, these are very cogent searching questions, having an immediate important bearing even on the small details of everyday class management.

At any rate he leaves the matter with the cheerful assertion,—“In spite of everything I believe in a general and absolute manner in the human heart: and in that belief I proceed along my rugged path as surely as I should walk on a Roman pavement.” But the apparent instances to the contrary, the untoward events which seem to traverse his theory, the thwartings of Nature, the crooked ways of vice followed with so much deliberation and plan, all that and more lies in the folds of this "everything" which so lightly he sweeps aside. In ethics as in market gardening Pestalozzi recked too little of storms, of blights, of disasters.

His psychological researches are more methodical, more careful and penetrating, and profound. In the fourth Letter to Gessner he declares that man only becomes truly man by and through education. But he denies that education is in any way an external artificial affair—"Yet in its turn, education whatever it may do, however far it may carry us, is bound just to follow Nature's simple path." In a picturesque passage, he reminds us of the

slow, hidden, gradually developing growth of a tree, of a flowering plant: and he claims for the human mind that at any rate it is not more quick, more manifest, not more jerky and unexpected in its development. "The machinery of man's material organisation is in its essence subject to laws similar to those which govern that general development of all the forces of physical Nature."

He closes this fourth Letter with five suggestions.

(1) Learn first to *class* your sense-impressions, to know simple facts before you pass on to those which are more complex. Seek in every branch of knowledge to build a graduated ladder of facts, so that each new idea is only a trifling, almost imperceptible, addition to former ideas deeply, ineffaceably cut in the memory.

A good example of this may be found in algebra handled by a skilful teacher. There, surely, each onward step has all the allurements of what was in reality known, only it was less perfectly realised a moment ago than it is now.

(2) Let all connected facts hang together in your mind as in reality they do in Nature.

This is a recommendation of great weight. As we, who were educated fortuitously, or certainly not on Pestalozzian Methods, turn over his advice, we see that had not only related facts in one or other branch of knowledge been correlated for us, but had the various departments of knowledge themselves been correlated, how different would be the condition of what we call our minds to-day. For us men, the inheritors of this Earth now so many generations old, life, whatever we may make it appear in schools, is not really a mass of broken up, detached, unrelated

fragments. There is nothing isolated in the world's story, nor in the history of man. Science joins with Poetry in proclaiming

"One law, one element
And one far-off divine event
To which the whole creation moves."

(3) Give greater force and clearness to your impressions on important questions by bringing objects close to you, or by forcing them to act upon your mind through direct sense-impression—bring them artificially if need be.

Suppose that we take as an example the visit of King Edward to Italy in April last, his progress to and from the Quirinal, to and from the Vatican; his visit to the Coliseum, etc. If we reflect upon the knowledge of these facts possessed respectively by the Roman multitudes who saw him: by those who, absent for the moment, know their Rome well: by those who have never been there, but who through the medium of descriptions and picture have a clear mental image of the city: by those unlettered readers of newspapers in whose memories no seen or pictured Rome shines, who must accommodate as best they can the newspaper description with some local pageant, in which perhaps the Mayor or the Assize Judge was central figure: and by the still more unlettered untravelled yokel who has never seen any "show" at all, who has no mental picture to meet the written word we shall perceive the value of Pestalozzi's suggestion.

(4) Treat all natural effects as if they were really necessary, and explain this necessity as Nature's art in so handling all the constituent and apparently heterogeneous elements that they all contribute in their several degrees to the success of the whole.

Pestalozzi leaves us to discover the reason which is not far to seek. We would have life

reasoned, not a fortuitous whole; this recommendation is his tribute to the idea of cause.

(5) Preserve spontaneity: keep the sense of freedom.

The laws of Nature, he admits, the interaction of cause and effect are *necessary*: and yet so varied are their effects, that we have no sense of restraint. And it is this freedom which he would have preserved in education.

In these propositions, Pestalozzi says he has only given us the material for "a rough draft of a general psychological scheme of education." Nature's laws remain to be sought.

In the sixth Letter occurs one of the rare pictures which he paints in words:—"As I pursued my reflections, I said to myself, the world offers to us as it were a sea of presentations, which mingle and blend with one another. If education's aim is to hasten one's culture really and without prejudice—that culture which, left to Nature, proceeds too slowly—it is her work to bring order into this chaos, to separate objects from one another: to bring together again in that presented picture those objects which are similar and analogous, and thus to give us all a clear notion; and when the clearness is complete, an absolutely vivid idea. And this it does, when taking these mingled and blended presentations, it presents them to us singly, and then presents them to us in their different and changing aspects, and then brings them home to the "apperceived mass" which we know already. This is the process of knowledge: from confusion to order, from order to clearness, from clearness to vividness."

Kant himself could hardly insist more forcibly on the necessity for analysis and synthesis.

In the ninth Letter Pestalozzi writes—

"Friend, if I look behind me and ask—what have I done for pedagogic science? what is my personal contribution to it? I say I have laid down the fundamental principle which governs it when I discovered in sense-impression the groundstuff of all knowledge."

In the tenth Letter he elaborates this notion of sense-impressions. They begin, he declares, for the infant in arms: and referring to the custom prevalent among the women of Appenzell, who when their children are a few weeks old hang over their cradles paper birds of many colours, he cries with one of his bursts of enthusiasm—"To me this bird of Appenzell is a sacred object as the Bull was to the ancient Egyptians."

He goes on to urge the necessity of *early* presentations to the senses: sense-impression pure and simple must be turned as soon as possible into the art of it, "so that in the three branches of teaching,—

form,
number,
language,

we may give the children the completest possible knowledge of all those sense-impressions, which, later on, when they have a more accurate knowledge of them, will form the ground of instruction."

So now we see that this sense-impression is to be more than the starting point of knowledge: properly handled, treated by Nature's method, it is to be a constituent part of all elementary instruction. Over and over again, he inveighs against the system which would put words before things. "No human being," he declares, "is so little able to follow Nature's lead, and to avail himself of the help which she offers him as the man to whom this

monastic system has given a verbal education."

This is a very serious indictment, amounting to a statement that not only was that which the boy or girl of his day carried away from school absolutely valueless, but that in addition the child's faculties had been actually blunted. Is this in any sense true of our elementary education now? The answer is probably in the affirmative.

We must turn away from the *Letters to Gessner* to the *Swan-Song* written one year before his death. He writes in the solemn mood of a man who knows that at the age of eighty every day may be his last—

They, say the tongues of dying men
Enforce attention like deep harmony:
Where words are scarce, they are seldom spent
in vain,
For they breathe truth that breathe their words
in pain.

He writes moreover as one who believes himself to be in possession of a secret important to mankind, and who cares ardently for humanity's welfare. He writes lastly as a truly courageous man who feels that the commission of many mistakes humiliating and painful in themselves, the failure to accomplish—"My life has produced nothing complete, nothing finished" he confesses) cannot justify a man, so long as his secret is unuttered, in shrinking back into the privacy which circumstances and his own feelings may make him desire. He is the very last man to be charged with that most loathsome fault—an extravagant estimate of himself. No one who reads his eleventh Letter to Gessner could accuse him of overrating himself. "Friend, I make no personal claim. All my life long, and to-day, I have simply desired one single thing, the welfare of these people whom I love, whose misery I feel as very few men have felt it. . . . Be-

cause I ought not I cannot, forget that if this man whom capable persons (or those who have passed as such) had with one voice declared to be incapable—even in his old age—of doing anything useful, if he, so long the prey of misfortune and disappointment had not become a schoolmaster, if Buss, Krusi and Tobler had not come to my rescue and had not given my indescribable helplessness all that is meant by the words knowledge of the world and skill, my theory of teaching, like the flames of an active volcano which cannot find vent, would have remained buried in my own heart, I could only have attributed the responsibility of my ruin to myself; I should have drawn a ghastly picture of my life; in my own eyes from beginning to end it could only have seemed like a pitchblack night unrelieved by one single gleam of light." These are not the words of a man who thinks too well of himself.

Yet he writes also, "At this solemn hour, I dare to say with serious tranquillity, some portions of this lofty ideal of elementary education have ripened in me more fully perhaps than in any other man, more than they would have done had it not been for the changes and misfortunes of my life."

And he is no doubt right—"Character is made in the storm of the world."

In this *Swan-Song*, set down without hesitation or faltering, are the old principles. "All human powers alike are developed by one means—*use*. Man develops the basis of his moral life, *i.e.*, love and faith, by practising love and faith: the foundation of his intellectual life, *i.e.*, thought, by practising thought: the foundation of his industrial life, *i.e.*, the power of his senses and muscles, by using these powers." And later on, he says, "It is life which educates."

Only a few passages can be given:—

"The starting point of thought is sense-perception."

"Sense-impressions felt by the child give him his earliest ideas, and at the same time inspire him with a desire to express them first by gesture and then by speech."

"One can only speak clearly and accurately of that which one has felt, seen, heard, smelt, tasted or touched in a clear and precise way."

And so we may say that in all his writings, of which we have taken four as representative, Pestalozzi pays his tribute to sense-impression, to the immutable order, to Nature's way. What we may also say is that we look in vain for so clear a perception as we should wish for of the mind's contribution. We may ask what becomes of the immutable order and Nature's way without the apperceptive mind? Its latent powers are as essential to the creation of knowledge as sense-impression: to use an image—mind is the machine, sense-impression the raw material, and knowledge the woven fabric. On the stone above his grave are these words—

Here lies
Henri Pestalozzi
Born at Zurich the 12th of January 1746
Died at Brugg the 17th of February 1827

At Neuhof Saviour of the poor; at Stanz father of the orphans; at Burgdorf and Munchenbuchsee founder of the popular school; at Yverdon teacher of mankind; man, Christian, citizen. For others everything, for himself nothing. Peace to his ashes.

If we desire an illustration of the part which the apperceptive mind plays, we may compare the mental state of two men standing by that stone: one an educator acquainted with the life story of the dead, the other a mere tourist on whose ear the name of Pestalozzi strikes for the first time. However, the

doctrine of apperception has been developed greatly since 1826, and so we can hardly blame this great educator for saying little of it expressly.

It is impossible to deal in a few words with Pestalozzi's psychological theory of the moral sentiments. It must suffice to say that in the region of ethics he advocates as a practical method his old plan—Follow the natural way. As in the intellectual sphere children are to pass from dim sense-impressions to vivid ideas, so in the moral, the natural feelings dimly arising (so he says) from contact with the mother are to be raised gradually into conscious morality. As we may not say three till two is understood, so one step in morals is to be perfected before the next is attempted. And then he argues that morality is to be a matter of feeling first, and long after of reason—"first," says Pestalozzi, "the feminine function, later the masculine." We need not criticize this order; it was that of his age, whether or no it is for all time.

And then he renews his passionate appeal to any and every mother to play her part, to teach, to save her child, to strengthen him against the world's seductions—"this world not as God made it"—spread out so temptingly at the moment of the child's greatest susceptibility:—"Mother, Mother, if he lose thee, he loses God, he loses himself." On the question of the actual genesis of the moral sentiments, his theory is open to criticism. His practical method may seem to some, perhaps to many, the only way. Of his religion, it is best to say little. He was more than once accused of irreligion. Different readers, weighing the facts, may arrive at different conclusions.

There is a passage in the eleventh Letter where after reviewing the unexampled rigours

and disappointments of a long life, Pestalozzi cries—"Nevertheless, O my God, Thou hast preserved for me my life's aspirations: Thou hast never hidden from my eyes that ideal for which I have suffered so bitterly as Thou hast hidden their goal from thousands of other men who had corrupted their ways. Thou hast preserved my life's work even in the midst of my personal ruin. At the hour of sunset, at the moment when hope was abandoning me, at evening time Thou gavest light. Lord, I am not worthy of the pity and the faithfulness which Thou hast shewn to me. Thou only hast had mercy on the worm crushed before Thy feet: Thou only hast not broken the bruised reed, Thou only hast not quenched the glimmering light." Those are surely the words of a religious man or of a stupendous humbug. In all the other details of his life we do not find Pestalozzi a humbug: so why, because of the violence of a few uncharitable people, should we resist the conclusion that he was in fact a religious man? That he was uniformly wise in the presence of a somewhat vigorous sectarianism we cannot maintain, when we remember that in a moment of irritation he allowed the unfortunate epigram to escape—"The crucifix will not give you bread, you must learn to work." But an epigram is generally two-edged, it cutteth him that speaks and him that hears.

In the educational world, there is room for teachers of more than one kind. Specially we may note that there is work for those who instruct with accurate care, with painstaking discrimination, with due appreciation of the relation between the whole and its parts; and also there is room for those who inspire. These latter, if they do not impart knowledge of a definite parcelled-out kind and that ceaselessly; if occasionally they incur the reproach

of sketchiness, of breadth rather than profundity, yet succeed in suggesting the idea that knowledge is desirable; they proclaim the unestimated value of wisdom which "cannot be gotten for gold," which "gold and glass cannot equal," nor "the topaz of Ethiopia," of wisdom whose price is declared to be "above rubies." These teachers are more than to be tolerated, they are necessary, since men must after all be convinced of the worth of an object before they will consent to undergo the toils on the way of achievement.

It cannot be doubted that Pestalozzi belonged to the latter class; his true function was to kindle enthusiasm.

When we recall his self-abnegation, his energy, his resoluteness in the face of failure, his defiance of ridicule, his faith, his tireless perseverance, how far we feel him to be from those men whom Matthew Arnold called—

"Light half-believers of our casual creeds
Who never deeply felt, nor clearly will'd,
Whose insight never has borne fruit in deeds,
Whose vague resolves never have been fulfill'd.
For whom each year we see
Breeds new beginnings, disappointments new,
Who hesitate and falter life away,
And lose to-morrow the ground won to-day."

We may compare with these lines some of the last words which Pestalozzi wrote—"I see some results of my life, few and far between, like ripe fruit hanging on my tree of life. I will not allow them to be swept away out of sight by any wind, be it hostile or friendly."

GERALDINE HODGSON.

THE ORIGIN OF REALISM IN TEACHING.

In order to understand the origin of Realism in Teaching, we must make ourselves acquainted with the traditions which profoundly affected Europe before the birth of Realism.

To begin with, there were two educational systems worth the name:—The Greek and the Roman. The course which European culture has taken and the strongest influences which underlie the daily life of modern Europe are to be traced to the headspring of Hellenic thought. The best lessons were those given in the groves and gardens by Plato and Socrates.

Later on the introduction of Christianity brought about a great change in the character of education. It was natural that the Christian education should take at first an ecclesiastical character. The crown and completion of the Christian education lay in the interpretation of the Holy Scripture and in the explanation of the subtlest truths of Christianity.

In the Middle Ages, three streams of education were running parallel to one another for some time—the education (a) of the monastery, (b) of the castle and (c) of the towns. Their course was profoundly modified by the effects of the Renaissance and the Reformation.

Strictly speaking, there was an earlier Renaissance than that of 1453. This however resulted in "a study of barren words, abstract rules, grammar, rhetorical technicalities, logical sophisticalities and bald epitomes, all expressed by master and pupil alike in barbarous Latinity." This was followed by the study of the Humanities, i.e., of the study of the Greek Classics in the original as fixed by the date

of the conquest of Constantinople in 1453. Up to the period of University life and even beyond it, education consisted in the acquisition of Latin words and rules about Latin and this, as the boy grew, received the addition of Logic with all its scholastic subtleties and such physics as abridgements of Aristotle could supply. Intensity and subtlety of thought were the natural outcome of the educational system but were accompanied with a restricted range of view and a belief in arid terms and phrases. The Renaissance in its purely educational aspect was an attempt to rouse men from dogmatic slumber and to bring them face to face once more with nature and life as that was interpreted in the literatures of Greece and Rome.

Humanism when largely interpreted is the formation of the mind of youth. In its more restricted sense, as understood in the first revival of letters, it is the formation of the human mind by literature. It meant also the study of style or the beautiful in expression, and this by the perusal of the greatest writers who express themselves beautifully. The humanists emphasised mere style as such. This arose from the fact that their movement was a reaction against bald and hard grammaticism, monkish stupidity, and "the scholastic grossness of the barbarous ages." "Away then," the humanists said, "with that—'Agitation of wit'—as Bacon calls it, by which the schoolmen lived and give us literary form and with it true literary substance. This is the proper milk for the growing babe, this, the proper strong meat for the matured." We observe here that they cared for form and substance. A musical thought must embody itself in musical language. The humanists of this time did not ignore substance. These may in a sense be called Real-humanists in as

much as they cared for substance also though it was made subsidiary to form.

Ere long the substance of literature disappeared from humanist education. Mere style or form became its aim and with it, grammar re-asserted itself. A boy of fifteen or sixteen coming from school, instead of bringing back his soul replete with good literature was found bringing it only "swelled and puffed up with vain and empty shreds and snatches of learning" and had really nothing more in him than he had before. The author of *Hudibras*, when he wrote the following lines, gave expression to the impatience of the realists.

"No sooner are the organs of the brain
Quick to receive and steadfast to retain
Best knowledges, but all's laid out upon
Retrieving of the curse of Babylon.

* * * *

And he that is but able to express
No sense in several languages
Will pass for learner than he that's known
To speak the strongest reason in his own.

The Reformation of religion was only a part of the movement and till Luther's time, a subordinate part. Luther's educational activity was directed to aiding the humanists in reviving in the school a regard for substance as opposed to form. When the Lutheran movement fairly took hold of men's minds, literature and pure humanism found a potent rival in theology and the new ideal of justification and personal piety. "By faith are ye saved and not by literature." Faith, and morality as the fruit of faith, constituted the chief end of man and consequently of the education of the young. The Catholic reaction now began to make itself felt.

About this time, there came on the scene, a new educational force—the potent ideas of Realism as represented by Bacon. Nature

was to be studied at first hand. The Jesuits looked upon this with suspicion and hatred. But a new change in the main direction of thought and interest was bound to come. The substance of the old writings did not satisfy the craving of men's minds and only offered for knowledge mere speculations, or poetic fancies, or polished rhetoric. Man needed to understand his position with regard to God and to Nature, but on both of these topics, the classics were either silent or misleading. Nothing had as yet thrown light on man's relation to nature—hence the demand for REAL knowledge—a knowledge of the facts of the Universe as distinct from what men have thought and said. The realists wanted to know Nature's laws, and words which did not convey such knowledge seemed to them of little value. Here was a tremendous revolution from the mode of thought prevalent in the Renaissance.

The first great leader in this revolution was an Englishman, named Francis Bacon—"the noble Verulam who has given us the true key of nature." Even in the writings of Milton and Locke, we find the spirit of learning things as opposed to words prevalent. Among the educational reformers, the chief advocates of realism were Ratke, Comenius, Rousseau, Pestalozzi and Froebel.

Bacon, "the archphilosopher of practical life—wisdom" aimed to make science minister to the worldly wants of mankind. He wished to incite to the discovery of new truth that it might "mix like a living spring with the stagnant waters." "Two words," says Macaulay, "form the key of the Baconian doctrine—utility and progress." The ancient philosophy could not condescend to the humble office of ministering to the comfort of human beings." Bacon held that all knowledge must be

obtained by a careful and unprejudiced induction from facts. Hence the importance of experiment—for, though without experiment man may indeed stumble on the discovery of truth, it is by experiment that inventions are made. The key to the whole philosophy of Bacon is contained in the first of the aphorisms of which his great work, the *Novum Organum* is composed. "Man being the servant and interpreter of nature, can do and understand so much and so much only as he has observed, in fact or in thought of the course of nature; beyond this he neither knows anything nor can do anything." Bacon's ambition was to see a visible organisation of science in the form of a state supported academy of investigation and teaching. According to him, nature was to be studied at first hand and studied by silent and faithful observation. The observation of nature and of its teachings was to accomplish great things for the improvement of the social and industrial conditions of human life. "Nature in short was to be used as the gift of God to man."

Ratke and Comenius were the apostolic missionaries of the Baconian realistic movement in the field of education. They wanted to establish the necessity of rounding all instruction on sense and on all the senses and the importance of cultivating the powers of observation. "Live we not in the garden of nature, as well as those who have gone before us." Why then learn the works of nature otherwise than through our senses. Why not substitute for dead books, the living book of nature."

The Realists have left a number of aphorisms such as:—Words must be taught with and through things. Language and reality must go hand in hand. One must continue his life in preparing for life. The universal is to be reached through the par-

ticular. Things must be taught in such a way that the teaching of one thing should be the teaching to reason on all things. Knowledge must be expressed in the vernacular of each nation, for it is a human possession and not the possession of any one individual or class. Let all things be delivered to each nation in its own speech. Moral teaching should insensibly insinuate itself. The building up of a knowledge of things is the true building up of mind. Judge of the profit a student has made not by the testimony of his memory but of his understanding. It is the custom among schoolmasters to be eternally thundering in their pupil's ears as if they were pouring into a funnel, whilst the business of the pupil is simply to repeat what the teacher has before said. Permit the pupil himself to taste and relish things; let him choose and discern them; sometimes open the way to him and sometimes break the ice yourself. Those things only the boys should learn that they ought to do when they become men."

All educationists are realists in the sense that they desire to see reality, i.e., to see the substance of fact and thought dominant in the education of youth. We all now seek reality; we are all opposed to verbalism. The difference nowadays consists in this:—that one school of philosophy holds by language and literature as introducing youth to the highest and best realities—the realities of feeling and thought—the other school holds by facts, the facts of nature and man's relation to nature as yielding the highest and best realities for educational purposes. Educational realism in our modern sense means the substitution of a knowledge of nature and the practical work of after-life for the study of language and literature and all that we include in the humanities. The virtues of the

realists are all summed up in the words "Life Reality."

Realism in teaching goes by various names. Some call it "the intellectual method." A few call it "the developing method." The great majority call it "the objective teaching." The method of procedure should be first the presentation of the object. This should be analysed by the pupils and immediately reconstructed, the teacher supplying sparingly nothing but technical terms which are supposed to be unknown to the pupils but guiding them by conversation to observe, compare, and reason correctly and in proper language, to rise from the single features of the object to its entirety, from similar features to generalisations, from the concrete to the abstract, and from facts to laws.

The question of *whom* to teach and *what* to teach naturally first occupied the field of vision to the exclusion of the more fundamental question *how* to teach. Ascham, Mulcaster, and Sturm certainly wrote on the *how*, but their *how* was limited to the teaching of the Latin language and Latin literature. Professor Bain and Mr. Herbert Spencer have spoken and written much on *what* to teach and Herbart on *how* to teach.

C. S. S.

WHY IS EUCLID UNPOPULAR BOTH IN INDIA AND IN ENGLAND?

The Educational Department has ruled that at present Euclid shall be a subject for the Lower Secondary Examination; but its teaching is prohibited in the Secondary classes. Boys generally have been appearing for the examination from the Third Form—in fact Euclid's Elements of Geometry, Book I, was practically compulsory in 1879 and continuously taught from then till 1899. Though

Euclid's Elements was removed from the curriculum of Lower Secondary classes in 1900 the subject continued to be taught till it was prohibited in 1902. Boys cannot now appear for the examination owing to the prohibition, so that the concession implied by the ruling is only nominal. I need not here point out in detail (as I have already done so elsewhere)* the various reasons which can be urged in favour of retaining Euclid in the Lower Secondary curriculum of studies. I may here shortly point out that it is absolutely essential to develop the reasoning faculty in children and no other subject in the curriculum is capable of affording this mental discipline so well as Euclid. In Euclid nothing is taken on trust and for every step a reason is required—the idea of a logical sequence is thus induced—the second proposition depends on the first, the third on the second, and so on. The question then arises why is Euclid so unpopular? Bad teaching (as it is admitted even in England) is at the bottom of this unpopularity. For instance while Euclid was being taught in the Lower Secondary classes, one whole term was wasted in learning the definitions and probably one or two propositions, and a whole year was taken up in learning the first sixteen propositions. To complete the first book took another year. In India still more than in England "there are many masters not excepting headmasters—who still believe that Geometry should be commenced by learning all the 33 definitions,† postu-

* "On the desirability of including Geometry as an optional subject in the Lower Secondary curriculum of studies."

† In the best editions of Euclid only a few definitions which should necessarily be mastered by the student before he attempts the propositions are given. The rest are introduced as they are required. The following are the only definitions that are explained in the beginning: Point, line, straight line, superficies, angle figure, circle, triangle.

lates and axioms." Again we have to note the fact that it is frequently thought that the teaching of the elements of a subject may be safely left to persons who have received a training certificate, while the truth is that "it is comparatively easy to teach the higher branches—if you know them; but to start a beginner in a new subject requires on the part of the teacher a good grasp of the subject." Another reason of Euclid's unpopularity is the desire on the part of the teacher and the parents to try to lower the standard of education hoping thus to make it easy for the pupils. But as Dr. Gurudass Banerji observes with reference to University degrees, it is our interest to see that it is a policy which defeats itself and that our standard should be set high if our education is to be of any value.

The faults of bad teaching are attributed to the subject itself and thus it has been rendered unpopular. Some persons in England, impressed with these faults, have tried to do away with Euclid altogether and to introduce various syllabuses of their own which in their opinion are more suitable for purposes of teaching. But there are others who hold, and I think rightly hold, that change, not revolution, is what is required. The weighty authority of the British Association Committee on the teaching of mathematics is with us to some extent; they say "an examining body might retain Euclid to the extent of requiring his logical order" (*School World*, October 1902). We may note that similar opinions were embodied in the reports made in 1873 and in 1876 "On the possibility of improving the methods of instruction in Elementary Geometry." Among the many grounds which may be urged in favour of the retention of Euclid as the basis of Geometrical teaching, we must remember that for purposes of exam-

ination it is necessary that there should be some common standard. It is futile to disregard this fact; if even in England teaching is guided largely by the requirements of examinations, it is still more so in India. Uniformity in the teaching of Geometry is essential if we would avoid being landed in a disastrous muddle by a lack of cohesion. "Euclid is an excellent standard for work and examination and if it were abolished confusion would be the result." This fact has been intuitively recognized so that Euclid has continued to be the basis of Geometrical teaching; and reformers merely tilt against an imaginary windmill when they remark that Euclid's fame is no argument against reform. "After two thousand years Aristotle was abandoned as a preceptor in Natural Science. Boyle and Black, Davy and Faraday have cut us adrift for ever from the philosophy of the great stagyrite." The question naturally arises why has not Euclid been similarly "abandoned." The writer of the words above quoted lays the blame on fortune—an unsatisfactory answer. The truth is that Euclid taught "a science unchangeable in its principles as human reason"—a science which has never had to take a foot-step backwards, which has never asserted without proof, nor retracted a proved assertion.

We have already noticed the irrational methods usually adopted in the teaching of Euclid and it will be seen from the following analysis* and re-arrangement of propositions 1 to 26 how with the aid of a little common sense the way can be smoothed for learners.

* See pages 149—153 of the writer's Tamil Euclid and also pages 20—26 of the Beginners' Geometry, (Telugu Book) where besides a simple explanation of the fundamental ideas of the subject (including the rotatory notion of an angle) there are lessons on the use of compasses, the protractor, the T square and the set square and on drawing to a scale.

Problems.

2, 3, 22. (1 as a special case of 22). 23, 9, 10, and 12 (11 as a special case of 23).

Theorems.

In the two triangles ABC, DEF; if,

I-4. $AB = DE$ and $AC = DF$ and the angle $BAC = \text{angle } EDF$.

I-8. $AB = DE$ and $AC = DF$ and $BC = EF$.

I-26. $AB = DE$ or $BC = EF$ and the angle $ABC = \text{angle } DEF$ and the angle $ACB = \text{angle } DFE$.

The triangles are equal in all respects.

I-24. $AB = DE$ and $AC = DF$ and the angle BAC is greater than the angle EDF . Then BC is greater than EF .

I-25. $AB = DE$ and $AC = DF$.

But BC is greater than EF .

Then the angle BAC is greater than the angle EDF .

In a triangle

I-5. Angles opposite to equal sides are equal.

I-6. Sides opposite to equal angles are equal.

I-18. The greater side is opposite to the greater angle.

I-19. The greater angle is opposite to the greater side.

Propositions 13, 14 and 15 form a group.

Propositions 16 and 17 follow from I-32.

I-7 and I-21 are not of much importance.

An independent proof is given for I-20.*

Besides the general reason for Euclid's unpopularity there is a special reason in the fact that from its commencement, the study of Euclid has been conducted in the English language instead of the vernaculars. Of the

bad results of the system and of the benefits which would result by substituting the vernaculars as the media of instruction in non-language subjects I have elsewhere* enlarged. I may here briefly remark that the system prevents a rational understanding of the subject by young children, makes them lose the mental discipline available for a study of reasoned Geometry, and encourages cram.

Lastly there is the age question. It is contended by some that Euclid's Elements is a difficult subject for boys of tender years. Anyhow the boys have to begin the study in the Fourth Form. If the subject is studied in the vernaculars in the Third Form it will serve as a preliminary to its study in the higher forms, besides furnishing a sufficient knowledge of reasoned geometry to the large number of students who stop with the Middle School course.

S. RAJAGOPALACHARIAR.

EDUCATION IN THE UNITED PROVINCES.

On Saturday, July 18th, a deputation of Indian gentlemen, both Hindu and Mahomedan, and an English Missionary with two Indian Christian teachers, waited upon His Honour the Lieutenant-Governor of the United Provinces at Lucknow to discuss certain questions connected with school education. Dissatisfaction with the present system expressed in the press led His Honour to ask a prominent citizen of Lucknow to get up a deputation. Altogether eighteen gentlemen from different districts met the Lieutenant-Governor and the Director of Public Instruc-

* On the desirability of making vernaculars the media of instruction in the Lower Secondary curriculum of studies.

* For a simple explanation see page 151, Tamil Euclid, and page 251, Beginners' Geometry, Telugu Euclid.

tion of the United Provinces was also present.

The subjects discussed referred to a compulsory public examination before the Entrance or the School Final, the curriculum, and management of schools other than Government ones.

From the ten classes of former times the school course has now been extended to twelve, ten classes proper and two preparatory sections at the very beginning. At the end of the session in class IV. (seventh class of a Bengal Entrance School) there is an examination conducted by the Inspector of Schools or his Deputy. Unless a boy passes this test he cannot be admitted to the next higher class (V), even if he be quite fit for the entrance class by dint of private study. Boys in the United Provinces are at this stage not less than ten and never more than twelve years old. Necessarily the examination is *viva voce* and on an average not more than five minutes are devoted to each boy. In this inconceivably short time the fate of boys is decided by strangers before whom they get nervous and confused and not seldom fail to lip out what they know perfectly well. It also overlooks the work of the whole year by which the case of boys of such tender years should be decided. All these difficulties prevailed in a more aggravated form before 1900. There were four public examinations instead of one for a boy to pass before he could think of preparing for the Entrance: Lower Primary, Upper Primary, Lower Middle and Upper Middle. Sir Antony MacDonnell in 1899 appointed a committee to consider this and other questions then raised. This committee unanimously recommended the abolition of one and all of these examinations. The first and the third were abolished; last year the last test was made optional

under the name of the High School Scholarship Examination. Speaking of this examination, the Director, in his circular, dated 4th September 1902, to Inspectors of Schools, wrote "that the Government of India objects to public examination at this stage." As these boys are generally about 14, it is reasonable to expect that boys of younger ages should by no means be subjected to any such examination.

In the United Provinces the courts recognise both Hindi and Urdu, more properly Hindustani in both Persian and Devnagri characters. In spite of the fact that 1.38 per cent. only of the population are in Public Service, of whom not even 25 per cent. are required to know both characters, the Education Department insists upon a knowledge by students in classes V, VI, VII and VIII (6th, 5th, 4th, and 3rd of High Schools in Bengal) of not only both characters but of both languages, Hindi and Urdu. In addition to these, there is at least one classical language to be taken up, apart from English. In other provinces though there are more than two vernacular languages, one only has to be studied in school. The effect is that boys learn neither well, and are at the same time put to much worry and trouble.

For six years according to the curriculum and for five years practically a boy has to learn everything in his vernacular and then he has six years to prepare for the Matriculation Examination for which the standard in English has been considerably raised. The standard was so amended because boys were found to possess a very poor knowledge of English—so poor as to prevent their following the lectures in college classes. The curious thing however, is the fact that while a higher standard of knowledge in English is expected, the period of study has been shortened from ten

to six years. The physiological fact is also ignored that as the boys are unused to hearing foreign sounds and uttering them before the muscles controlling the vocal organs get set on account of age, they never learn to pronounce English words properly. And in these days when so much stress is laid on pronunciation, this factor cannot be ignored.

Boys between ten and twelve years of age are also expected to go through the whole of Arithmetic except Compound Interest, Double Rule of Three, Proportional Parts, Present Worth and Discount, and Square and Cube Roots. A boy may know the artifice of working many sums but to understand the reasoning employed is an impossibility for him. This is cram, pure and simple. That comprehensive but unpardonable phrase 'Object Lessons,' is the source of much trouble to teachers, parents and guardians, and boys. The syllabus prescribed here under the new Vernacular Education Scheme of Mr. Pedlar has been taken wholesale and added to. Boys are expected to know the life-history of frogs, and the connection of the mosquito with malaria. Throughout the United Provinces, except for a small museum at Lucknow, there is neither a Government, or a private "zoo," or a botanical garden. Yet botany and natural history are to be taught although there are neither teachers nor appliances. At the same time the Department is anxious to prevent cram. Persian has ceased to be recognised as a classical language unless Arabic is added to it and the course prescribed is too hard to be learnt in two years' time, while its study cannot begin earlier without unduly making the course heavy.

Aided and unaided schools are much hampered in their internal management by the Department insisting upon a certain scale of

fees limiting the number of free and half-free students, and interfering in the appointment of teachers, particularly wishing those turned out from the Training College at Allahabad to be taken on though they have yet to establish their claims as a body of superior teachers.

The deputation urged the above points very forcibly. Sir James LaTouche heard the members most patiently, cleared up doubts by putting questions, realised the reasonableness of most of the grievances, and promised redress after due consideration. The Upper Primary Examination was admitted to be an evil that called for immediate removal, with the reservation that Inspectors were to see that promotions from class IV to class V were not promiscuous. His Honour fully agreed with the Deputation that knowledge of two languages, Urdu and Hindi, should not be required, though both sets of characters might be learnt by boys easily and that higher up. He thought either the Primary course should be gone through in three years or English introduced from class III. The syllabus in object-lessons having been introduced only recently, His Honour wished to give it a fair trial for a year or so. As the Persian-Arabic course was prescribed by the University, he said a representation might be addressed to the Senate on the subject.

K. P. BASAK.

OUR ENGLISH LETTER.

CAMBRIDGE, July 1903.

The last month has been one of those into which seem to be concentrated the doings of an ordinary year; and it is of course impossible for me to do justice to it in the space of two or three columns. Most interesting of all its events, to a large part of the people at least, has been the

extraordinary growth of the movement in favour of 'Passive Resistance' to the Education Act of last year; a movement which, in spite of the significant sneers or equally significant silence of the Government papers, cannot, it is certain, be ignored by those who profess and call themselves statesmen. It is said that more than twenty thousand people are pledged to refuse to pay their education rate, and this, be it remembered, apart from London altogether. Among these twenty thousand are included judges, county councillors, mayors, schoolmasters, and even a few Church of England clergymen. The arguments against such a method of showing dissatisfaction with a Government Act are many and obvious; but one thing is certain—it cannot be ignored. Mr. Balfour himself has been compelled to notice it; but he has been seriously handicapped by his own past. The man who recommended active resistance to the Home Rule Bill in 1886 has no logical standpoint when he objects to passive resistance to a Bill of his own in 1903.

The fate of the London Bill still hangs in the balance. It is being opposed with fully as much fury as the Bill of 1902; its earlier stages were passed only by the assistance of the Irish; it has already been docked out of knowledge; and the Irish, now that the passage of the Land Bill is certain, will have less strong inducements to come to the rescue of a tottering Government. The Third Reading and Report still remain; but I fancy it safe to prophesy that Mr. Balfour, thinking that he cannot possibly exasperate his enemies more than they are exasperated already, will do his best to carry the Bill through.

The election of Mr. Fletcher of Rugby to the Headship of Marlborough in place of Canon Bel' is an evidence, which Passive Resisters might take to heart, that those who support the Education Bill are by no means unanimously in favour of clericalism. Mr. Fletcher is a layman, and he has not given any pledge that he will, in the near future, take orders. Marlborough is thus the first great public boarding-school to try this

noble experiment. It has hitherto been a just cause of complaint that, while nine out of every ten schoolmasters are laymen, the prizes of the profession were practically open only to clergymen, and that thus a premium was put upon hypocrisy. Who can doubt, for example, that if Mr. Page of Charterhouse had chosen to take orders, he would have been a headmaster long ago? Of course the blame does not solely lie on the shoulders of the governors. Parents unquestionably prefer a clerical head. Mr. Fletcher has therefore a heavy responsibility. If he succeeds, he will do much to change the attitude of parents; if he fails—which, fortunately, is unlikely—he will strengthen their prejudices. Again, he may feel, like Arnold, that as head he ought to be chaplain; that to him the religious progress of the boys is committed as a trust, and that therefore he is bound to preach to them. There is no doubt that this feeling has led many heads to accept orders. They naturally wish to have complete control of all the education in their schools, and recognise that to be deprived of the religious side is to lose the more important half of their influence.

Mr. Fletcher has indeed every qualification for his post, if orders be not deemed essential. For the last nine years he has been at Rugby, and has had no small share in maintaining the reputation of that great school at its present height as perhaps the foremost of the older public schools; and at Oxford he won almost every distinction open to a classical scholar. He was elected against a very strong field, which included Sir Arthur Hort of Harrow and the Rev. Brooke Westcott, Headmaster of Sherborne.

The Blue Book purporting to explain the resignation of Mr. Sadler has at length appeared, and, like so many explanations, leaves much in obscurity. Mr. Sadler, so well-known for his work with the Oxford Extension Board, was appointed by Mr. Acland in 1895 to preside over a new department, whose work should be to keep a systematic record of educational experiments and

work both at home and abroad. Mr. Sadler's work in this department has been most suggestive, thorough, and valuable; his 'Reports' have given the British public the fullest and most authoritative information on the educational methods of France, Germany, and other countries; and their value was fully recognised not only by the public but by Sir George Kekewich. When, however, Sir George was shelved and Mr. Morant (who owed his start at the Education Board to Mr. Sadler) was put in his place, all this was changed. Mr. Morant assumed, what Mr. Sadler refused to permit, a detailed authority in the foreign department, instead of contenting himself with the general supervision which Sir George Kekewich had deemed sufficient. He also asserted, and Mr. Sadler denied, that the 'Reports' were expensive out of proportion to their worth. Mr. Sadler said they paid their own expenses; Mr. Morant that they involved a waste of at least seven hundred a year. Finally, after several remonstrances, Mr. Sadler felt compelled to offer his resignation, declaring that such a subordination of his department to the general work of the Board, as was insisted on by Mr. Morant, had never been contemplated when the office was created by Mr. Acland and its salary guaranteed by the Treasury. It is obvious that there are other issues behind, on which however it is needless to insist. As the affair stands to the world, the world will judge, and will incline, we think, to the side of Mr. Sadler. The whole thing is another instance of the penny-wise and pound-foolish policy of the present Board of Education.

The recent deplorable fire at Eton, in which two boys lost their lives, shows once more how deficient our oldest and richest schools are in the simplest modern appliances. Blame has been cast on the House-master for not having long ago removed the iron bars from the windows. This is beside the point; any one who has had any experience of schools knows that these bars are an absolute necessity. But there ought to

be—and in every school except the great ones there is—an exit, the keys of which are kept in a glass case that can be broken open on emergency. There is also, in every school except the great ones a night-watchman to patrol the grounds every half-hour, who is kept to his work by a system of clocks. In most schools also the boys are regularly practised in the use of a fire-escape sheet. Eton is the richest of all public-schools; and yet it was without every one of these simple appliances. Whatever may be learnt on the playing fields of Eton, common-sense does not seem to be learnt (except so as by fire) within its walls.

The new Economic Tripos, of which I spoke in my last letter, was definitively established on June 6 by a vote of 103 to 76. The first examination in this Tripos will be held in 1905. For a long time economic science has been taken (in homœopathic doses it is true) as a branch of 'Greats' at Oxford and, in larger measure, as a part of the Historical Tripos at Cambridge. It will now stand by itself; and it is to be hoped that the professors of the science will have something to say about Mr. Chamberlain's schemes.

As I foreboded also in my last letter, Euclid, whose immortality, whether achieved in his own despite or not, seemed as assured as that of the hills, has now gone the way of all flesh. On the 11th of June the statute, declaring his proofs and his order no longer indispensable, was passed by a great majority. In spite of the earnest advocacy of 'Lewis Carroll' and others, it has long been felt that Euclid owed his supremacy rather to the differences among his rivals than to his own merits: and the difficulty still will be to find a good substitute. We are already overwhelmed with the fly-sheets of publishers calling attention to the merits of their special brands. For brevity and simplicity perhaps the work of Mr. W. C. Fletcher, Headmaster of Liverpool Institute, is most to be recommended. But his work demands a thoroughly competent teacher; for solitary study others may be preferred.

The Tripos lists this year are interesting in many ways. In the Mathematical, which is the oldest and still the most important, the examiners have approximated to the group system of the Classical Tripos. There are two Senior Wranglers, and four third Wranglers; and indeed hardly a name occurs in a place by itself. Miss Hudson, of Newnham, whose family has been extraordinarily distinguished, is bracketed seventh. Her father was fourth, her brother senior, and her sister eighth, in their respective years. But what is most gratifying of all, the highest place, for the fifth year in succession, is taken by a board-school boy. Mr. Bateman, of Trinity, who is bracketed senior, started at the lowest rung of the educational ladder. The supremacy of Trinity is again most marked. Out of the six first places, four are claimed by that great college.

In the other Triposes there is less to notice. The Mechanical is steadily advancing in favour, and will doubtless soon be as numerously supported as any other. Mr. Appasawmy, an Indian student of Emmanuel College, has crowned a brilliant career by taking a first class in the second part of the Historical Tripos.

The death of Mr. Charles Colbeck removes from Harrow almost as distinguished a figure as that of his well-known friend Edward Bowen. Mr. Colbeck took his degree as a classic at Cambridge, and was a Fellow of Trinity; but he was best known as a teacher of modern languages, and as an editor of French and German books. His death was painfully sudden, like that of Bowen; he was taken ill on the 7th of June and was dead on the 11th. A keen teacher, and a strong supporter of most of Bowen's ideas, he was his assistant for many years, and his successor after his death. He was only fifty-seven years of age, and seemed to have many years of work before him.

The gift of £300,000 from Messrs. Wernher, Beit and Co. and other Rand Magnates for the foundation of a British Technical College like the

German one at Charlottenburg has been received with mixed feelings. The 'Imperialists,' headed by Lord Rosebery, have received it with a tumult of applause; the opposite party, represented by *The Speaker*, have not been conciliated by the magnificence of the donation. The Rand is not popular with many Englishmen; but it seems better not to look the gift-house in the mouth. An English Charlottenburg is necessary; and if it comes, it should be welcome.

CONTEMPORARY EDUCATIONAL PERIODICALS.

I. Indian.

The editor of *Indian Education* justifiably takes Mr. S. C. Hill to task for his remarks on 'the absence of the indigenous historical student' and 'the bad system of our education, which treats knowledge only as a means to the acquirement of material prosperity.' In another note he emphasizes the need of more attention being given by the Universities to the study of Indian History and suggests the employment by the Government of Bombay of a teacher on the subject who should lecture one term in Bombay and another in Poona, and also engage in research work. Mr. A. C. Wilkinson deals with 'The proposed changes in the teaching of Geometry.' Geography is as usual 'a leading line' and there are some good 'Science Notes.'

The Indian Journal of Education pertinently calls attention to the silly system followed by one of the Madras Boards of Studies in prescribing certain editions of Greek and Latin authors. It asks "By what process of reasoning do the Board of Studies justify their special recommendations of particular editions of texts? We have no knowledge of the mysteries of vernacular publications, but in the case of Latin books we are tempted at times to smile. Thus for the Matriculation, Cæsar: *De Bello Gallico*, Book II, is prescribed: the special edition recommended is by John Brown, B.A.—Blackie and Son. Again for the F.A. Examination, Arthur Calvert M.A.'s edition (Macmillan) is apparently strongly recommended, as also Shuckburgh's (Macmillan) edition of the *De Amicitia*: and for the B.A., J. H. Skrine's (Macmillan) edition of the *Georgics*, Book II. Why these invidious distinctions? Why the inconsistency of advocating a special edition of the *Georgics* for the B.A., but not for the M.A.? And

why only for one of the Latin texts for the B.A.? And why, lastly, not suggest a single edition for the Greek Texts? Does this mean that the Boards of Studies (for the Greek and Latin Board alone is not peculiar) only know these particular editions? Or do they wish to bind teachers down to uniformity of teaching? Or does it mean that here we see traces of that somewhat unpleasant competition between great firms for the hand of that fair virgin, the University? If so why is not Longmans mentioned by name? Surely the Boards of Studies might leave this sort of thing for the Text-Book Committee to deal with."

It is high time that the Syndicate issued an instruction to the Board of Studies on the matter.

The Madras Christian College Magazine for July begins a new volume. The Rev. J. M. Russell writes on *Matthew Arnold*. It is a most interesting paper, sympathetic in the true sense, and must have been very stimulating to those who heard it as a lecture. We are inclined to think that Mr. Russell underrates Arnold's contributions to theological thought. The *Saiva Siddhanta* is the title of another paper, by the Rev. Francis Kingsbury, who throws some doubt on the commonly received idea that this system is of Dravidian origin. The 'Recent Periodical Literature' is well summarised as usual and forms quite a review of reviews.

The Calcutta University Magazine (April) contains an essay on Milton by Mr. M. C. Dutt, said to have been highly commended by the late Sir Alexander Mackenzie. We can hardly think this appreciation extended to the reading or the translation given of Horace's lines—

Mediocribus esse poetis

Non di non homines non concessere columnæ.

(Neither gods nor men have granted to middling poets to be pillars.)

East and West for August contains two educational papers among many contributions of general interest. Of these one is by Mr. Krishna-prasad Basak on certain 'Educational Experiments' especially as regards kindergarten teaching and 'object lessons' which he has been engaged in making. The other was originally a lecture on 'Some Personal Ideals of American University Life' by Dr. Cuthbert Hall, delivered under the auspices of the Literary Club, Madura.

The Indian Ladies Magazine for August is a strong number, though containing little of direct educational interest. We congratulate our contemporary on the excellent illustrations it is now including in each issue.

The Indian Review also furnishes a host of good matter. The 'Educational Section' contains some interesting notes.

II. British and Foreign.

The Journal of Education.

In the "Occasional Notes" of the *Journal of Education* we read that "secondary teachers are noting, with a feeling akin to dismay, that the new educational appointments in the counties are mainly going to men whose interests have in the past been bound up with elementary schools. That the appointments should go to such men is very natural. The Education Committee finds itself confronted with a mass of new work and new responsibility. There is little time to learn the new duties, as every month's delay in carrying out the provisions of the Act means a considerable loss of imperial grant. It is natural, therefore, that the Committees should seek as their official advisers men who are familiar with the administrative detail of primary schools either in Whitehall or in the office of a School Board. At the same time, such action increases the suspicion with which secondary schools are inclined to view the new Authorities, in that it suggests the possibility of an attempt to put secondary schools under a rigid code."

"An event that marks a turning point in the history of higher education in England"—the appointment of a lay headmaster of Marlborough—is the subject of the *Journal of Education* leading article. The restriction of the great prizes of the educational world to clerics has been often characterised as a gross injustice to the rank and file of the profession, nine-tenths of whom are laymen, as a drag on educational progress and a senseless survival of mediævalism, but such protests have been met by the unanswerable rejoinder that clerics are appointed solely because the English parent prefers a cleric; there is no legal disability in laymen, nor is there any preponderance of the clerical element on the governing bodies who elect. . . . That the headship of a school founded for the sons of the clergy, on whose governing body bishops form the most numerous estate, over which an unbroken line of clerical headmasters have presided, should be conferred on a layman is an object lesson that cannot be overlooked. And what makes it the more impressive is the circumstance that among the selected candidates there were two clerics, both men of marked ability, and one of them a Senior Classic, either of whom might have been chosen as presumably the best man without a suspicion of clerical favouritism.

The Educational Times.

The *Educational Times* leading article treats of the case of Dr. Sadler, and is illustrated by extracts from the correspondence with Mr. Morant which preceded his resignation. "It must be counted a heavy misfortune that such an important office—important not merely for administrative and parliamentary exigencies, but in view of the public need of the most ample and prompt educational information—should be crippled by the lack of a pittance of money that is less than mere dust in the balance when weighed against the issues at stake."

The number contains also a reprint of an address by Sir Joshua Fitch on the duties of local education authorities. We quote from the peroration: "The task before the County Councils is, as I have said, a formidable one. It will not only be necessary to keep in good working order all the machinery and resources which are already doing good work, but also to improve and extend that work. Our methods of teaching are still susceptible of amendment. The supply of qualified teachers is yet insufficient, and even in the methods of professional training much has yet to be learned and to be done. Many ways have yet to be discovered for adapting our school training not only to our industrial needs, but also to the home life, the life of leisure, the duties of citizenship, and the training for public usefulness. Above all, we need higher aims and a more enlightened public opinion as to the value of knowledge for its own sake. It must be confessed that in appreciation of the worth of a liberal education English people are somewhat behind other nations—notably Scotland, Germany, and several of the smaller states of Europe. Our people are fain to ask, in relation to the study of languages, history, or science, 'What is the use of it? What relation has this or that kind of knowledge to the means by which a boy has to earn his living, to gain a prize, or to pass an examination?' We are inclined sometimes to forget that everything honestly learned, which will help to broaden the mind and to interest him strongly, has a bearing—indirect, perhaps, but no less real—on his usefulness and happiness."

The School World.

A common-sense discussion of the relative advantages of abstract and concrete methods in education is contributed by Sir Oliver Lodge to the *July School World*. The Principal of Birmingham University believes it best first to introduce the learner to some concrete facts, to interest him in the completed structure, to accustom him to the

clothed and living organism for some time, before proceeding to instruct him in its abstract principles:—"For instance, would I recommend beginning with the grammar of a language, introducing the learner first to the skeleton of the dissected and museumed accidence? I would not. He should first see and hear the language in actual work, see it below pictures, over shops, in newspapers, in general talk, or in as many of these places as might be possible. But then I would not expect him to be able to do the work of scholars and dissect out the abstract principles of grammar from the concrete mass. No: I would then begin again at the beginning, and lead him up, through accidence and syntax and all the other carefully elaborated schemes, to a comprehension—not of how the language arose by evolution; that belongs to a further stage of scholarship—but at least of what sort of elements and processes it is now in fact composed."

Dr. H. Schoen, Professor at the University of Aix-Marseilles, describes Recent Reforms of Secondary Education in France, his article being mainly devoted to pointing out that "modern" education is now placed in a very much better position relatively to classical than it was. We note without pleasure that the term *Baccalaureat* is still to be retained for the leaving examination: the substitution of another name would have been a useful reform to Englishmen. "Boy Administrators," by Mr. F. W. Headley, of Hailbury, is a lament over the current tendency to give the control of school societies and athletics to masters rather than to boys. "With regard to school institutions, any encroachment by masters should be viewed as a movement in the wrong direction. As examinations enter more and more into the lives of boys, and as their leisure hours are more and more cut into, it will be easy enough to find excuses for departing further from the sound principles which have guided public schools in the past. Yet nothing but harm can result from yielding to the temptation. The tendency in the present day is manifest, and the conditions under which we live may ultimately act irresistibly, so that our own efforts may be powerless to direct the course of school development. But it is not for the individual to decide that he is impotent to resist the force of circumstances. Arnold's principles are still those on which public schools must be worked, though the trend of things is slowly making it more difficult to be faithful to them."

The *School World* also contains an article on "Mathematical Instruments for School Use" by Mr. W. D. Eggar, of Eton, directions by Mr. de

V. Payen-Payne for "A Holiday Trip on the Loire"; an estimate by Professor Rippmann of the value of the phonograph as an aid to the modern language teacher, and a highly interesting article by Professor H. E. Armstrong on "The Abuse of the Term *Heuristic*."

Secondary Education.

Secondary Education (the private schools organ) supplies month by month information on many points of interest and importance to the private teacher. From the issue for June 15th, for instance, several useful wrinkles may be gathered from the experiences of their fellows by applicants for registration. We are particularly interested to note that recognition of a headmaster does not follow automatically upon the recognition of his school. The master of a large school who spends the greater part of his time in general supervision may be called on to prove that he is an actual teacher (form master?) in his own school.

In *Secondary Education* again publicity is given to a momentous letter from Mr. Morant to a private correspondent, which runs as follows: "It is within the discretion of a Local Educational Authority to decide, after consultation with the Board of Education, what schools are colleges, if any, for the purposes of education other than elementary it thinks desirable to aid under the powers given it by Section 2 of the Education Act, 1902. It would be open to a Local Education Authority, should it think fit, to aid a school under private management under the provisions of that section. It would be open to the Authority in framing its scheme for an Education Committee to provide for the appointment upon the Committee of teachers in private schools, and, in view of the provisions of Section 17 (4) of the Act, it would not be prevented from so doing by the fact that the schools may be aided by itself."

The Educational Review (New York.)

Dr. W. T. Harris, the United States Education Commissioner, in writing of "Oxford and the Rhodes Scholarships," in the June issue of the *Educational Review*, welcomes the bequest, and is quite enthusiastic in his appreciation of Oxford and the Oxford product—the typical English gentleman. The writer's position adds weight to his recommendation that mature candidates only—those who have at least attained the A.B. degree standard, i.e., third year men—should be sent over. A great difficulty with the immature student from the United States will lie in the fact of his sensitiveness to criticism, and of his readiness to fall

back upon what he believes to be his rights. "While the criticism of his fellow-students at home actually prevails with him because there is no appeal, yet in a foreign university he will, if possible, re-enforce his cause by an appeal to the importance of his State or the importance of his nation. The candidate, if appointed by a State authority—say a governor—or by a national authority, say the President, or a board chosen by him, will feel himself in some sense a representative of his state or nation. This form of conceit will be more likely to take root in the mind of the immature student than in that of the holder of a bachelor's degree. It is needless to say that such a conceit, in any form, would be so offensive to his fellow-students in a foreign university, and to the authorities of such an institution, as to make his residence there impossible."

"How should the Entrance Examination Paper in History be constructed?" is the title of an article by Lucy Salmon in the *Educational Review*. A long list of "Don'ts" for examiners is especially interesting. Among the questions to be excluded from the ideal paper are, e.g., 1. Questions that are not Questions, e.g., "Julius Cæsar," "The Second Triumvirate," etc. 2. Questions that can be answered by "yes" or "no," e.g., "Has the legendary history of Rome any value?" 3. Questions implying the answer, e.g., those ending, "if so, why?" 4. Questions that may be answered by a fortunate guess, or the answer to which seems comparatively unimportant, e.g., "When did the Reign of Terror end?"—and so on up to fifteen.

Miscellaneous.

The immense growth of a movement that is just now much criticized is impressed upon us by the full report in the *Kindergarten Review* (Springfield, Mass.) of the tenth annual convention of the International Kindergarten Union. In this department of education as in most others the question of training teachers is receiving increased attention of late. The *Kindergarten Review* has also an account (with several photographs) of the Kindergarten Training College at Bedford, an article on "The Place of Literature in Child Life," by G. Thorne-Thomson, and other attractive contents.

The President of Leland Stanford University discusses university tendencies in America in the June *Popular Science Monthly*. "The besetting sin of the smaller institutions," he says, "is the advertising spirit—the effort to become larger. It is the spirit of advertising that leads some institutions to tolerate a type of athlete who

comes as a student with none of the student's purpose. I am a firm believer in college athletics. I have done my part in them in college and out. I know that 'the colour of life is red,' but the value of athletic games is lost when outside gladiators are hired to play them. No matter what the inducement, the athletic contest has no value except as the spontaneous effort of the college man. To coddle the athlete is to render him a professional. If an institution makes one rule for the ordinary student and another for the athlete it is party to a fraud. Without some such concession, half the great football teams of to-day could not exist. I would rather see football disappear and the athletic fields closed for ten years for fumigation than to see our colleges helpless in the hands of athletic professionalism, as many of them are to-day."

The Practical Teacher for August has one or two articles which might well be studied by Indian Educationists, e.g., 'Municipal Museums and the Elementary School' and 'The Consolidation of Rural Schools and Transportation of Pupils.' We know of no journal that gives better or even equal value for the money in its particular line.

Reviews and Notices.

A Class Book of Botany, by G. P. MUDGE, A.R.C.Sc. LOND. F.Z.S., and ARTHUR J. MASLEN. Longmans, Green & Co. pp. xvi. 512. Price 7s. 6d.

"A class Book of Botany," by Mudge and Maslen has been written to meet the requirements of candidates for the Intermediate B.Sc. and Preliminary Scientific M.B. Examinations of the London University or for the advanced stage examinations of the Board of Education.

The first of the four parts into which this work is divided deals with the structure and life-history of various types. The descriptions are clear and the facts are generally correct but not always up to date. For instance, the classification of Bacteria is open to much improvement. The term Bacterium has long since been given up as a generic name. Similarly *Bacterium Termo* first described by Cohn is no longer to be identified, for his description would apply to several common forms. As a matter of fact, there are many bacteria going by this name which is properly, only applicable as a collective designation for motile bacteria in putrescible substrata. We find *vibrio* described as "a long flexible filament with a wavy form and possessing a cilium at either end" while the term is applied at the present day to very slightly curved rods, comma-shaped,

motile and monotrichous. This part of the work also suffers from the authors not having availed themselves of the results of recent research by Nawaschin, Guignard and others. We refer to the formation of Endosperm nucleus by the fusion of the second generative nucleus of the pollen tube with the polar nuclei of the embryo-sac. This process has been observed in a large number of natural orders and yet no mention is made of this important fact nor of the recent views held by many botanists of the homologies of the embryo-sac.

The most satisfactory portion of the book is Part II which deals with the special morphology and classification of flowering plants. Part III of the book deals with the Physiology of plants, and the experimental methods for demonstrating to the students the physiological processes in plants, deserve to be commended. We regret that this portion of the book is marred by the repetition on page 427 of the old story of the Common Toothwort (*Lathrœa Squamaria*) being a carnivorous plant. The recent researches of Groom and Haberlandt conclusively prove that the plant in question is not carnivorous and that the hollow scale-leaves have quite a different function. Part IV is very short and deals with technical description of plants and definition of terms.

The task of those who undertake to write a text-book of such a progressive science as Botany is hard indeed, but unless the authors take pains to keep themselves well-informed of all the most recent botanical researches, they must be content to see their productions take a back place on the book-shelf. In the hands of a teacher who keeps himself abreast of the times the book may be useful.

The Select Tennyson for school and college and private study, EDITED BY J. LOGIE ROBERTSON, M.A. Longmans, Green & Co. pp. xlviii. 280. Price 4s. 6d.

We venture to think that only a master in a 'Ladies College' could have given a book this title, and if Mr. Robertson wishes to maintain or rather regain his virility he would do well to seek another sphere of labour. The book leads off with a 'Chronology' followed by a 'Narrative of the Life.' Then comes Part I which contains 'The Princess' almost in full. Part II includes 'the elegiac sections, properly so called' of 'In Memoriam'; 'Cenone,' 'The Lotos Eaters,' 'Ulysses,' and a few others, and Part III a number of other early poems of Tennyson. The

notes are, on the whole, adequate; but here as everywhere else in the book, there is more sweetness than strength.

Quentin Durward, BY SIR WALTER SCOTT. Macmillan & Co. Price 1s. 6d.

This is an abridged edition meant for use as a school reader and therefore will hardly be suitable for students reading for the Madras F.A. Examination of 1905. We understand, however, that the firm publishes a complete edition of the book. The editing has been done anonymously and is not on a level with that of the same firm's series of English classics. Some introductory pages deal with the *dramatis personæ*, with Astrology and with Heraldry; the 'notes' at the end are well calculated to lead boys away from their dictionaries, which is anything but desirable. We may note in passing that to say that Belial is the name of a devil (p. 242), is to say either too little or too much.

We have also received:

From Macmillan & Co.

Selected Letters of the Younger Pliny, EDITED BY E. T. MERRILL. Price 6s.

Longfellow: The Song of Hiawatha, EDITED BY H. B. COTTERILL. Price 1s. 6d.

Hall and Stevens: A School Geometry, Part III (Circles). Price 1s.

Ernst von Wildenbruch: Das Edle Blut, EDITED BY OTTO SIEPMANN. Price 2s.

From Longmans, Green & Co.

Elementary Geometry, BY FRANK R. BARRELL. Price 2s.

(An admirable contribution to the subject).

A History of England for Catholic Schools, BY E. WYATT-DAVIES. Price Rs. 2.

(A thorough and attractive piece of work in which there is nothing to arouse sectarian animosity.)

Indian Educational Notes.

MADRAS.

OFFICIAL NOTIFICATIONS.

Mr. Pierre Edwin Messinier, First Assistant, Teachers' College, Saidapet, and Acting Assistant Inspector of Schools, Coimbatore Division, to act as Inspector of Schools, Central Circle, as a temporary measure.

Mr. A. C. Pranatartihara Aiyar, B.A., Acting Lecturer, Rajahmundry College, to revert to his appointment as Assistant Inspector of Schools, Coimbatore Division, during the employment of Mr. Messinier on other duty, or until further orders.

Mr. N. Daivasikhamani Moodelliar, Assistant Inspector of Schools, privilege leave for one month from or after the 10th August, 1903.

Mr. T. A. Ramachandra Aiyar, Sub-Assistant Inspector of Schools, Madura Range, is granted privilege leave of absence for a month with effect from the date of relief.

Mr. P. Bhimasena Rau, Sub-Assistant Inspector of Schools, Kurnool Range, is granted privilege leave of absence for two months with effect from the date of relief.

Mr. K. Srinivasa Aiyangar, B.A., Headmaster, Government Training School, Bellary, and Acting Sub-Assistant Inspector of Schools, Hosur Range, is granted privilege leave of absence for a month with effect from the date of relief.

Mr. S. R. Venkatarama Aiyar, B.A., L.T., Sub-Assistant Inspector of Schools, Shermadevi Range, is granted privilege leave of absence for one month with effect from the date of relief.

Mr. S. A. Arulanandam Pillai, to act as Sub-Assistant Inspector of Schools, Madura Range, in the probationary class, vice Mr. T. A. Ramachandra Aiyar, on leave or until further orders.

Mr. G. Jagannadha Rau, to act as Sub-Assistant Inspector of Schools, Kurnool Range, in the probationary class, vice Mr. P. Bhimasena Rau, on leave or until further orders.

Mr. C. Subrahmanya Aiyar, to act as Sub-Assistant Inspector of Schools, Hosur Range, in the probationary class, during the absence of Mr. T. R. Venkatarama Aiyar from the range or until further orders.

Mr. P. Krishna Aiyar, to act as Sub-Assistant Inspector of Schools, Shermadevi Range, in the probationary class during the absence of Mr. S. R. Venkatarama Aiyar on leave or until further orders. To join as expeditiously as possible.

Mr. K. P. Guruswami Aiyar, B.A., Second Junior Assistant Professor, Presidency College, and acting Lecturer, Kumbakonam College, to act as Lecturer, Rajahmundry College, during the employment of Maulavi Muhammed Azam Sahib Bahadur, B.A., on other duty or until further orders.

Mr. Thomas Sylvester Ince, B.A., Third Junior Assistant Professor, Presidency College, and acting Headmaster, Government Madrasa-i-Azam, to act as Lecturer, Kumbakonam College, during the employment of Mr. J. M. Hensman on other duty or until further orders.

Miss Henrietta W. Bernard, 1st Assistant Inspectress of Girls' Schools, Central Circle, to act as Inspectress of Girls' Schools, Central Circle, during the absence of Miss Emma Carr on privilege leave, or until further orders.

Mr. T. Janakirama Aiyar, B.A., Sub-Assistant Inspector of Schools, Trichinopoly Girls' Range, to act for the Assistant Inspectress of Girls' Schools, Central Circle, during the employment of Miss H. W. Bernard on other duty or until further orders.

Mr. Babu B. C. Chatterji, Sub-Assistant Inspector of Schools, Berhampur Range, and Acting Assistant Inspector of Schools, Ganjam-Vizagapatam Division, is granted privilege leave for two months and ten days, with effect from the date of his relief from his present acting appointment.

THE Madras Government consider that the rules for the Text-book Committee should be modified so as to limit the period of service of the members of the Committee to three years. Rule 3 of these rules will accordingly be altered. The Director of Public Instruction has been requested to submit proposals for reconstituting the Committee in accordance with the rule as thus altered.

GOVERNMENT have just passed orders in the Educational Department stating that no building grant should be paid under Rule 113 of the Grant-in-Aid Code unless the grantee executes a formal agreement undertaking to refund such portion of the amount as may be determined under Rule 116, if the building is diverted to purposes other than those for which the grant was sanctioned.

THE Director of Public Instruction recommended to Government in June last that the class of people known as "Pattanavars," who are fishermen by occupation and are reported to be in a very backward state in respect of education, might be included in the list of backward classes given in rule 22 of the Grant-in-Aid Code. The Collector of Tanjore, whom the Director consulted, was of opinion that they might be so treated. The Director's recommendation has been accepted by Government.

WE regret to announce the death of Mr. N. Ramasawmy Sarma, M.A., which event took place on August 13th at Vizagapatam. For some years Mr. Sarma served as Professor in the Maharajah's College, Vizianagram, and latterly his services were transferred to the Samasthanam. At the time of his death Mr. Sarma was in charge of the Settlement Department.

As was proposed sometime back, a Hostel for Mahomedan students was started on the 1st of August by and under the supervision of the Mahomedan Literary Society, at No. 10, Oilmonger Street. The locality, far from being insanitary, as the name might imply, is one of the very few decent and quiet streets in Black Town, and is principally inhabited by Europeans and Eurasians. The Hostel is thus

centrally located for all college-going students. Accommodation is still available for five or six students for which applications may be sent to the Honorary Secretary, No. 26, Popham's Broadway, Madras.

THE Rev. Mr. Barry, the Ooty Chaplain, wished it will be remembered, that the Liardet Memorial should take the form of a High School in connection with the present St. Stephen's School. He is at present endeavouring to start a High School for Girls, to be known as the St. Stephen's High School, where pupils may be taught up to the Matriculation standard. He has sent round a circular letter to the principal residents of the neighbourhood with a view to finding whether the number of pupils likely to attend would justify a commencement. Now that the Girls' Seminary has been closed there is undoubtedly an excellent opening for such an institution and we hope the Chaplain will meet with the success his efforts deserve.

THE 22nd anniversary and prize-giving of the American Mission Boys' School was held on Thursday, July 30th, when Mr. B. Macleod, the Collector of the District, presided. The Headmaster's Report showed that the condition of the school was satisfactory and that it had grown in strength.

An interesting item of the programme was a very able Address by the Rev. W. I. Chamberlain, Principal of the Voorhees College, Vellore. Dr. Chamberlain spoke on "The Development of Education—A Western Illustration." The aims and purposes of education were outlined, and the speaker dwelt on the remarkable development of education in the United States of America and in Japan. The enormous amount of money that was spent upon education in America rather startled the audience, and the aim of Japan to develop the educational system so extensively that there should not be a single child in Japan unable to read impressed upon all how much still remained to be done in India to make it possible for even a majority of its inhabitants to become literate.

After the distribution of the prizes by Mrs. J. W. Scudder, of Palmaner, Mr. Macleod, as Chairman, addressed the audience and urged the students to be faithful and diligent in their studies and careful in their conduct, for these were essentials to success.

WE regret to record the death of Mr. P. M. Srinivasa Chariar, the Head Tamil Pandit of the Presidency College, Madras. The deceased had been ailing for some months past. Mr. Srinivasa Chariar was a Tamil scholar of great attainments and began as a Tamil Pandit in the Church of Scotland Mission College, where he won golden opinions. The late Mr. David Sinclair formed such a high opinion of his abilities as a teacher that he recommended his services to Dr. Duncan, the then Principal of the Presidency College for the Post of Junior Pandit in that College. He served as the Junior Pandit for some years, and on the retirement of the Senior Pandit, he was appointed to that post. He

was an able and enthusiastic teacher and commanded the respect and admiration of his students. He was also the writer of several scholarly publications, "Bhoga Charitra," being a noteworthy one, and prescribed as a text-book for the First-in-Arts Examination of a recent year. At the time of his death he was engaged in writing a life of Sri Ramanuja Charya, the great exponent of Visishtadvaita philosophy. Mr. Srinivasa Chariar's death is a real loss to Tamil literature in Southern India in general, and to the Presidency College in particular.

The following Notification has been ordered by Government to be published in the *Fort St. George Gazette* :—

The following rules shall be inserted between Rules VII and VIII of the rules relating to the constitution and working of the School of Arts, namely :—

CASUAL STUDENTS.

VII-A. Any duly qualified teacher employed in a departmental institution or in any school recognised by the Madras Educational Department may, with the sanction of the Director of Public Instruction, receive a course of training in any subject taught in the school, free of charge.

VII-B. A teacher who is in Provincial or Local or Municipal employment may, with the sanction of the Director or President or Chairman, as the case may be, be allowed, during the course of training, a portion not exceeding one-half of the pay of his substantive appointment. Certificated teachers in receipt of salary grants whom a Manager may wish to attend a course will be eligible for the continuance of their grants during such course, provided that the Superintendent of the School certifies that their conduct has been good and their progress satisfactory.

VII-C. Teachers employed in Government, Local or Municipal schools who are required to receive a course of training shall be entitled (subject in the case of the last two classes to the sanction of the Board, or Municipal Council concerned) to draw travelling allowances from Provincial, Local or Municipal funds, respectively, for a single journey on joining and on leaving the school, at rates which shall follow the classes to which the teachers belong as defined in the Civil Service Regulations. Other students shall not be allowed travelling expenses from public funds.

The annual distribution of prizes to the students of the Hindu College, Tinnevely, took place on the 6th August in the spacious enclosure facing the College, which was prettily decorated with garlands, festoons, and lamps. Mr. W. W. Phillips, I.C.S., Sessions Judge of Tinnevely, presided, and a large assembly of friends and well-wishers did honour to the occasion with their presence. The Principal's (Mr. E. Winckler) Report dwelt on the addition to the staff necessitated by the increase of numbers, and the fair results at the University

Examinations, the percentage for F.A. being nearly 50 per cent. The College and schools were in a flourishing condition, the number on the rolls at present being over 700. The Secretary, Mr. Muthia Pillay, reported on the financial state which was highly satisfactory, the Committee have acquired extra lands as a playground for a football and cricket pitch, in continuation of the two tennis courts already in use at the back of the College buildings, so that the students may now combine physical with mental work. A suitable site has also been purchased for the Branch school in Tinnevely Town, the want of which has long been felt. A new building will soon be erected, and the housing of the pupils will be more comfortable, and there is a prospect of further increase in numbers.

The Chairman congratulated the Principal and Committee on the flourishing state of the College and the uniformly fair results at the public examinations, and touched upon the necessity of physical training, averring that the old Latin maxim *Mens sana in corpore sano* would stand through all time. He spoke at length on the rush of passed students into Government offices on small salaries, and with very slender hopes of rising higher. He advised them to turn their thoughts to the professions of Law, Medicine, and Engineering, and also to Agriculture and Trade, which were as honourable as, and more lucrative, than quill-driving and would give them a greater scope for their intellectual attainments. In conclusion, he said that personally it had given him great pleasure to be present on the occasion, and to give away the prizes.

The first prize-giving of the Karur Industrial school took place on the 5th August under circumstances of considerable interest and in the presence of a goodly number of guests. A quarter of a century has passed since the boys who remained in the hands of the Rev. H. Little from the hundreds whom he and his co-workers rescued from the famine of 1877 and 1878 were formed into a school, the outgrowth of which is the flourishing and important institution now found in Karur. The contrast between the humble lines of the first "Homes" and the thoroughly equipped workshops and commodious Hostel of today is wide in the extreme: and the gratification of all classes of Society in the present prosperity of the school was one of the most pleasing features of its first prize-giving fete.

The gathering took place in the spacious compound of the workshops. The Collector of the District, Mr. J. Andrew, I.C.S., presided over the meeting, and Mrs. Andrew was very kindly present to distribute the prizes. Among those present were the Deputy Collector, the District Munsiff, the Tashildar, the Chairman of the Municipal Council with most of the Councillors, Mr. Subba Row, formerly Chairman of the Council, the Apothecary, and the Police Inspector, with a large number of officials and of the general public. The pupils were arranged in a semicircle fronting a temporary platform tastefully decorated with plants and over-arched with plantains and flowers.

After the opening exercises, the Chairman called upon the Superintendent of the school, Mr. J. W. Metham, who read the Report, and then introduced the staff of the institution to the Chairman.

Mr. Andrew disavowed any special qualification to speak on Technical Education; he could therefore only address the Meeting with some little hesitation remembering the line—"Fools rush in where angels fear to tread." He had been over the institution, however, that morning, and was impressed with the thoroughness of its equipment and the variety and good quality of the work turned out. For many years the Government, interesting itself in the well-being of the people of India, had devoted its energies so far as education went, in a literary direction. Now it was alive to the importance of developing Technical and Industrial Education. The Karur Industrial school was known all over the Presidency, and appreciative recognition of the assistance it was rendering in this work was due to the Wesleyan Mission. The value of such institutions to the industry and commerce of the country was exceedingly great. This movement in favour of Industrial Education in India was coincident with a widespread movement of the same character in the countries of Europe. The pupils would be interested to know that in Germany the reigning Sovereign and every male were obliged to qualify in some branch of industry, and the Emperor William was trained as a carpenter. He had been greatly interested to find many boys from far distant places. He trusted that the benefits offered by the school would bestill more widely appreciated. The institution by the District Board and the Karur Municipality of scholarships for deserving boys appeared to him a wise step. The progress the school had made in numbers, and the examination results as presented in the Report were gratifying in the extreme. He wished the institution great and long continued prosperity.

After the Chairman's speech Mr. Ramachandra Iyer, the Chairman of the Council, addressed the Meeting in Tamil. He traced the causes of decline in the old industries of India, and eloquently demonstrated the social and commercial value to India of the kind of work that was being done in this institution. A debt of gratitude was due to the Wesleyan and other Missions who were maintaining these Industrial Schools.

A brief display of gymnastics followed by some of the senior students and then the prizes consisting for the most part of valuable tools and instruments were distributed by Mrs. Andrew.

The Director of Public Instruction in reviewing the report of the above Madras Medical College for last year, remarks :—

The strength of the College was the largest on record and the increase during the year under review was shared by all the classes except the Hospital Assistant class which showed a decrease of 17. It is noted that the number of female students rose during the year. The Principal is requested to report, in consultation with the College Council, on

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the Surgeon-General's suggestion to close the chemist and druggist department.

A steady improvement is noticed in the results of the University examinations, the total percentage of success having risen from 47 in 1899-1900 to 51 in 1900-1901, 57 in 1901-1902 and 61 in 1902-1903. The results of the College examinations for the last four years as shown in appendix F show more variation in the percentage of passes in the various examinations.

The suggestions of the Professor of Hygiene mentioned in paragraph 4 of the Report should be laid before the College Council, and their opinion should be submitted to the Director for orders. If the difficulty caused by combining the Apothecary and collegiate sections for lectures in hygiene exists also in connection with other subjects, it seems desirable that measures should be devised for the separation of the two sections both for instruction and examinations.

The administration of the institution continued to be efficient and was creditable to the Principal and the staff.

The Government in their Order, remark :—

The strength of the Medical College at the close of the year was 564 as against 489 at the end of the previous year, the increase occurring chiefly in the Apothecary and Sanitary Inspectors departments. Next to Europeans and Eurasians, Brahmans formed the largest number on the rolls, 65 out of the 101 students in the Sanitary Inspectors class belonging to this community.

Only two students joined the L. M. and S. first-year class, while 32 entered the M. B. and C. M. class. With reference to paragraph 2 of G. O. No. 505, Educational, dated 25th August, 1902, the College Council considered that the time had not arrived for raising the minimum qualification for entrance to the latter class. Such of the students as find the course difficult readily join the L. M. and S. class in the second year. Twelve of the previous year's first-year M. B. and C. M. students thus joined the second-year L. M. and S. class in 1902-1903.

The results of the College department, though better than in any of the previous three years, did not reach the standard attained in 1898-99. Those of the Apothecary department showed, on the whole, a marked improvement on the previous year.

The report called for in paragraph 2 of the Director's review should be submitted without loss of time and the Government should be informed whether they are already committed to expenditure on the department during the current session. The Governor in Council agrees with the view expressed in the latter part of paragraph 4 of this review.

UNDER the auspices of the Hindu Educational Mission, Madras, a largely attended Public Meeting was held at the Pachaiyappa's Hall, with the object of concerting measures for the formation of a Sanskrit College in Madras. The Chair was occupied by His Holiness Sri Devakananda Acharyajee, Maharaj of Kambad, who is now on a visit to Madras.

Pundit Deenadayal Sharma, the founder of the Bharat Dharma Mahamandel and a Hindu preacher of repute, delivered a most stirring Address in Hindustani, urging the necessity that existed in Southern India for more attention to be paid to the study of religion and Sanskrit literature and philosophy. The South of India, he pointed out, was the home of all the great Vedantic teachers, and the magnificent temples at Rameswaram, Madura, Srirangam, Chidambaram and other places bore ample testimony of the religious piety and self-sacrifice of their forefathers; but it was regrettable to find that at the present day little or no attention was paid to the study of religion and the literature relating to it. The Bharat Dharma Mahamandel, in connection with which he had himself done a little work, had succeeded in establishing centres of religious thought and work in such remote places as Quetta and Peshawar, and at Simla, Lahore, Delhi, Calcutta and other localities, with the object of arousing the enthusiasm of the people once again in the cause of their religion. He, therefore, appealed to his brethren in Southern India, the descendants, disciples and fellow countrymen of the great Acharyas to awaken from their lethargy and establish an institution where their people might be taught the glories of the Hindu religion and philosophy.

The Address was translated into Tamil by Pundit Balasaraswati Narayana Swami Sastriar.

The Chairman then made a few remarks calling upon those present and others interested in maintaining the greatness of India to act up to the advice of Pundit Deenadayal Sharma in the matter of equipping the country with institutions wherein the work of India's religious culture and national education might be carried on effectively. He offered a contribution of Rs. 1,000 towards the object of the meeting.

Professor Rangachariar then delivered an Address in English, in the course of which he drew attention to the very unsatisfactory condition in which the people were situated in respect of what might be called the great national education. Higher education in English conducted under the guidance of the various Universities had produced certain very good results. It had opened out a new civilisation to the vision of young India, and it had also placed more than one fountain of new knowledge at the disposal of young and aspiring minds. These were indeed very great advantages. It was with the help of such advantages that Japan had made herself one of the most foremost nations of the world. In Japan, however, the new knowledge brought in by European civilisation has been utilised to the strengthening of the vitality and productive power of the nation. In India no such result was yet to be seen. There was an utter absence of free scope for the utilisation of the new knowledge derived from the West to the strengthening of the power of the people. The consequence had been that those who went through this mill of modern University education in India were seen to come out of the mill in an utterly helpless condition, not knowing what to do with their labo-

riously acquired knowledge, or how to live with the help of that knowledge, so as to be in vital connection with the massive life of the people around them. It had often occurred to him that in the matter of education, as at present organised in India, there was a very large waste of intellectual energy. In India the great defect is that the modern higher education was unconnected with comparatively lower forms of education. The University men's influence over Primary education was almost next to nothing, and equally the appreciation of University education by those who had received Primary education, as it was imparted in India, was also next to nothing. To the Christian Missionary who has done much, as we have gratefully to acknowledge, in the way of introducing the new enlightenment of the West into India, education naturally appealed as a handle to convert the people of India to become Christians. There was the standpoint of the State which was largely determined by the predilection and prejudices of the responsible European officers whose duty it was to guide and superintend the work of education. It was surprising how in spite of the great difficulty of the situation some had managed to place themselves in sympathy with the national life of India, in dealing with questions relating to Indian education. But it must be said that the majority of them looked upon Indian education from the standpoint of what they know of education in their own country as also from the standpoint of what they considered to be the interest of the State. There was also the standpoint of the people themselves, the standpoint that might be called national. That an ounce of sympathy is even more valuable than a ton of intelligence in enabling persons to understand really what the actual educational needs of the people were and how they might be satisfied, was demonstrated distinctly by what Mrs. Besant has done in connection with Indian education. She had made it manifest that she believed in the need for two-fold reform of Higher Education in India. The first reform was to make those who are educated in English come into line with the stream of their historic and national life. The second was to make those who received indigenous Higher Education in Sanskrit become acquainted, as far as possible, with the character and motives of Western civilisation, as also with the new knowledge of things which that civilisation possessed; and so long as these things were not done, the waste of intellectual energy in respect of education must and would go on. The men that are now turned out of the University in their condition of helplessness, felt that they could utilise their knowledge and live their lives worthily only by seeking service under Government or by engaging themselves in the learned professions, particularly in the profession of law. The result of this state of affairs has been to make the pressure of applicants on the Public Service too much; so much so, that men in authority were often puzzled as to how the demands for places might be met. After all, by seeking such service the newly-educated men became, as Mr. Spring put it in his Convocation Address, merely hewers of wood and

drawers of water to the British bureaucracy. He did not deny that even as hewers of wood and drawers of water their educated men were rendering valuable service to the State and to the people and were making themselves worthy. Even as the Indian Sepoy bled for the building up of the British Empire, so also did the legions of the educated Indian clerks help on the smooth working of the mighty machinery of the State. The work that they did was necessary in the interests of the people and it was also honourable. But when he said that, he did not mean that the whole available intellect of the country should as it were become enslaved so as to be fit for the performance of only this kind of worthy work and no other.

The speaker then dwelt upon the necessity for religious education so that the minds of youths might be trained along new channels, thus equipping the country with good Pundits and religious teachers. Towards the establishment of the proposed institution, His Holiness, the Chairman, had very kindly contributed Rs. 1,000, while Mr. Murli Doss Rom Doss was willing to construct a house for a school and a Society, and had also offered an endowment of Rs. 2,000. He had further offered to contribute month after month up to a sum of Rs. 100 per mensem for the working of the institution. These contributions were of considerable value indeed. If they had enthusiasm in them and if they were fully alive to their needs he did not believe it was impossible to achieve success in bringing into existence a great National and Central Sanskrit College in Madras. This would solve the great problem of popularising the religious service and greatly relieving the pressure on the public service.

Mr. T. Venkatasubbiah then spoke in support of the movement.

On the proposition of Mr. S. Gurusawmy Chetty, seconded by Mr. V. V. Srinivasa Iyengar, a small committee was formed to work out the scheme proposed, the Chairman undertaking to settle the details before leaving Madras.

THE GOVERNOR OF MADRAS IN THE CEDED DISTRICTS.

DURING his recent tour Lord Amthill made several speeches connected with Education. We are indebted to *The Madras Mail* for the following reports.

AT KURNOOL.

His Excellency walked up to the site, opposite to the Municipal High School, of the building proposed to be erected for the Training School. On His Excellency taking his seat, an address was presented to him by the Headmaster of the Normal School, giving a history of the school. His Excellency in his reply remarked:—

Gentlemen,—I am exceedingly glad that my visit to Kurnool should be associated with the commencement of the building of a new Training School for Teachers, for there are few things which are more urgently needed in this District. Kurnool, as you

yourselves tell me, is very backward in the matter of Primary Education, and it is certain that no advance in material prosperity can be expected until this defect has been removed. Our first care, then, must be to try and improve the education of the masses, and this can only be effected by means of competent teachers.

It is on this account and because such a small proportion of the teachers in the District are trained at present that Government have provided the funds for the erection of a new and more adequate school. It is a coincidence which is altogether agreeable to me that the building can be commenced during my visit to this town and it will be a great pleasure to me to lay the foundation stone of the new home of the school. I hope that when the drawback of bad quarters has been removed, other necessary improvements will follow and that the school which has done good work for the District during the past 25 years will be able to show still better results and turn out teachers sufficient not only in quantity but also in quality to meet the urgent needs of Kurnool.

It is only in recent years that it has been recognised all over the world that teaching is a science and an art which requires to be studied as deeply and learnt as thoroughly as any other branch of human knowledge, and I think I am right in saying that it is only the present generation which has begun to understand the full importance in the social system, and the high mission in the world of the teacher. Although I am deeply interested in educational matters, and I think I am able to appreciate their importance, I do not pretend to any expert knowledge and I shall therefore not attempt to discourse upon the training and duties of teachers. All that I shall say to those who are at present undergoing training in this school is that they should never forget that their duties extend beyond the class-room and that they have not only to impart knowledge but also to form character. There is, I verily believe, no limit to the power for good which belongs to the teachers of this country, alike to those who are engaged among the well-to-do in the highest branches of education and to those who pursue the humbler duty of imparting elementary instruction to the poor and needy. I hope that this fact will be duly impressed upon those who are trained in this school and that they themselves will bear in mind throughout their professional careers that they have each and all of them the constant opportunity of doing something to advance the well-being of their fellowmen.

I shall now lay the foundation stone with a sincere wish that the building which is to arise from it will send forth a constant stream of earnest and competent men and women who will do much to improve the condition of this little favoured District.

His Excellency also presided at the annual distribution of prizes to the successful pupils of the local Municipal High School. His Excellency, accompanied by the Collector, arrived at the institution on two richly caparisoned elephants, and the procession was witnessed by a large concourse of

spectators. In the course of the proceedings His Excellency made the following speech:—

Gentlemen,—I see that the concluding item in your programme is "Remarks by His Excellency," in other words, that you expect me to make a speech.

Let me say, then, that it is always a pleasure to me to see an assemblage of schoolboys or students and an interest to hear about the condition and progress of their school or college. To distribute the prizes at a gathering such as this is also a genuine pleasure to me, and I am much obliged to the Municipality and your Headmaster for having accorded me the privilege on this occasion. Let me also compliment those who have delivered such good recitations this afternoon and thus enabled me to hear how well they are learning English and elocution. This school has existed for 43 years under several different names and for 17 years it has been under Municipal management with considerable financial assistance from Government. I trust that the gentlemen who are concerned in the management of the school will pardon me if I do not follow the Headmaster into various questions which he has raised in his Report. Until he read his report, I had heard nothing about those matters and no copy of that Report was submitted to me for perusal beforehand. You will, therefore, readily understand that it is impossible for me to make any comment on the matters, some of which are decidedly controversial. I have read the Reports on the school for the past five years and I am glad to see that they have been satisfactory. Where defects were pointed out by the Inspecting authorities they have been promptly attended to and there has been on the whole a distinct improvement. The results in the public examinations have not been as good as could be desired, the attendance might well have been better and progress has not been steady; but ups and downs must be expected, and I am glad to note that the tone, discipline and manners of the school are pronounced good, and that I may fairly compliment the staff on their efficiency and on the working of the school. I should particularly like to compliment them on the prompt manner in which they complied with one particular suggestion made by the Inspector of Schools and showed excellent results in drawing taught by each class master.

I congratulate the boys who have won prizes, but I hope that they will not become unduly elated or over-confident on account of their success. They should remember that even in these healthy competitions there is the element of luck which is never absent from any human concern. There are probably other boys as good as they, who were not fortunate to be among the first and so they should be modest in their success and not despise those whom they have outstripped on this occasion. To those who have not won prizes I would say do not be disheartened but try again. There are few things which cannot be achieved by patience and perseverance and what you lack in genius you can often make up by hard work.

The object of prizes is not so much to mark out one boy as superior to his fellows as to provide an incentive to hard work and emulation on the part of all. And I hope that you will all remember that your school years are precious years of your life and that if you waste your time now you will never be able to repair the neglect later on. On the other hand, if you spend your time well now, take pains to learn and give your best attention to instruction, you will never regret it. Everything will come easier to you in later life if you take full advantage of your present education, for if the house is to be strong, stable and lofty, it is necessary that there should be no weak part in the foundations. And beware of thinking anything unworthy of your best attention and fullest efforts, for it is not so much that which you learn, but the way in which you learn it which will be of profit to you in after-life. These are all trite maxims and you have no doubt heard them all before but there is no good advice which is not as old as the hills or which is not worthy of constant repetition. When I talk to boys and young men I give them the advice which was given to me in my student days and which I have since found to have been sound and useful, and you will find as you grow up that it is difficult to improve upon the general maxims of your parents and preceptors.

I hope that you will all do credit to your school and to yourselves both now and later on when you have to make your way in the world and I heartily wish good fortune to you and to the Kurnool Municipal High School.

The following is the Governor's reply to the Mahomedan Education Association:—

It is a great pleasure to me to meet you on this occasion and I am sincerely obliged to you for your kind words of welcome. The assurance of your loyalty and devotion to the Throne is not the less gratifying for the fact that they are unquestioned and amply demonstrated. Although sight-seeing forms a part—and a very pleasant part—of my journeys through the Presidency, it is not as a tourist or a sight-seer that I undertake them. If it were so, I should certainly avoid all other functions which make an official tour (quite the most laborious and restless duty that a Governor has to undertake). The object of my journeys is, as you rightly say, personally to acquaint myself with the condition of the country and the people, and these are no less interesting and important in Kurnool than around the beautiful temples of Tanjore and Madura or in tracts rendered prosperous by mighty works of engineering.

MAHOMEDANS AND EDUCATION.

I am glad you are aware of my interest in the question of Mahomedan education. I say education, for the backward condition of your race, to which you allude, is entirely a question of education. Now, I wish to tell you quite plainly that this is a matter in which effective reform and regeneration can only proceed from among yourselves. Government are

doing all in their power to help on Mahomedans, and so far as this District is concerned, I do not see how we could do more. Indeed, you yourselves do not suggest specifically any further assistance that you would like to receive at the hands of Government; but even if it lay in our power to spend more money on your education and to give your young men more posts in the Public Service, it would not alter the backward condition of your community unless you yourselves made a united and spontaneous effort to alter your habits of life and thought. You attribute your backwardness in the race of life to the neglect of past generations; that is to say, that you consider your progenitors had a duty towards you in the matter of education which they did not fulfil. If this is so, you have equally a duty towards your children from which the neglect of your own fathers cannot absolve you. Are you fulfilling that duty? Are you doing your utmost to educate your sons and daughters and to impress upon them that idleness is unworthy and unbecoming in any station of life? Are you insisting with your teachers that, although religious education is of the first importance and the foundation of all good knowledge, secular education must go hand in hand with it? Are you taking full advantage of the opportunities that you have of sending your sons to school? Are you, in short, making such changes in your ways and thoughts as are necessitated by the progress and advancement of human society at large, or are you slumbering in the way of your forefathers while all the rest of the world is pushing on?

You remind me that I was present at the Mahomedan Educational Conference at Madras. Well, the whole burden of the speeches made there and at other Mahomedan Conferences of which I have read the proceedings was that self-help alone can improve the position of Mahomedans in India. These speeches, mind you, were made by your own co-religionists and the leaders of your own community, and therefore I have no hesitation in accepting the opinion that it is lack of endeavour on your own part which is the cause of your misfortunes. I can only exhort you to follow the advice of your own leaders and brace yourselves up for great endeavours on new lines. It is not owing to any special help or favour from Government that your Hindu brethren have got so far ahead of you in the race of life, but owing to their own energy and enterprise; nor could any special favour from Government enable you to make up your lost ground. The panacea for your troubles which is invariably suggested to me by your people is that a large number of appointments in the Public Service should be given to Mahomedans. Now, surely you must see that even if there were 10 times the present number of Mahomedans in the Public Service it would not help your community. They would form but the tiniest fraction of the whole Mahomedan population, and the number of their brethren whom they could support in idleness would also be a minute proportion of the community. But even supposing a great number of your people could live on the salaries of public officials, would that

tend to the moral and material advancement of your community? Would it not rather be even more demoralising and destructive of enterprise than under present circumstances? No, the future rests entirely with yourselves. You have used the metaphor of the race course, so let me remind you that a race is never lost until it is won, and that pluck and determination often bring to the very front the runner who has got behind at the start, and in this race of life to which you allude there are prizes for all who run well, whether they be first or last. It is only the sluggish and faint-hearted who will not run at all and who get nothing. Therefore I say, take courage and cease to be despondent. It is no impossible thing for you to make up your lost ground and once more run abreast of your Hindu brethren if only you set about it with courage and energy. The Government will always give you all the help in their power, provided you prove yourselves worthy of it, and provided that fair and equal treatment is meted out to all classes.

I have replied as far as I am able to the very general terms of your Address, and now I shall turn for a moment to a particular matter which has caused me some little disappointment. Your Association is styled the "Mahomedan Education Association," and I therefore presume it exists for promoting education among your co-religionists. I might reasonably have expected that you should have told me something about the objects of your Association and the work it has done, but, unfortunately, you have omitted to do so. It would have interested me considerably to have had this information and I should have welcomed an opportunity of congratulating you on the good work achieved and of offering you encouragement in the aims which you set before yourselves. I shall make it my business to ascertain privately that which has not been publicly related to me, and I hope I have said enough to convince you that you have my fullest sympathy in any endeavours you may be making for improving the education of your own people. You ought not to lack official encouragement and advice, for Mahomedans are well represented in the District staff. There are two Deputy Collectors, one Tahsildar, two Magistrates and several other officials in this District who are Mahomedans. I hope these gentlemen are all keenly interested in your Association and doing as much as lies in their power to further its objects. Once more, gentlemen, I thank you for your Address and I cordially reciprocate the personal good wishes which you have been good enough to express.

AT BELLARY.

Their Excellencies drove to the London Mission Girls' School where were gathered nearly 200 girls from various branch schools in the town. The girls were all in their holiday attire and entertained Their Excellencies with a programme of songs which had been drawn up by Miss Haskard and Mrs. Lester. On conclusion of the programme Their Excellencies and party were garlanded by the children and left the institution much pleased with all that they saw of the school.

The Wardlaw College which is the only Second-Grade College in the Ceded Districts and is managed by the London Mission Society was next visited. At the College premises Their Excellencies were received by the Revd. Mr. Lewis, the Acting Principal of the College, and Mr. J. P. Cotelingham, the permanent Principal, who is now on furlough, and were presented with an address on behalf of the Principal, masters and students of the College. The Wardlaw College is the development of the school founded by the Revd. J. S. Wardlaw, D.D., in the year 1846. In 1867 it was raised to a High School and in 1891 was formally affiliated to the Madras University as a Second-Grade College. There are at present 406 students, of whom 99 are Brahmins, 97 non-Brahmin Hindus, and 66 Christians.

His Excellency made the following interesting speech in reply to the Address:—

Mr. Principal, Masters and Students of the Wardlaw College,—I thank you heartily for the cordial words of your greeting and for your graceful recognition of my deep interest in the educational affairs of this country. It is always a peculiar pleasure to me to visit the schools and Colleges of the Presidency, to collect mental impressions of assemblages of the rising generation and to hear what progress is being made in the development of intellect and character. And the reason for this partiality of mine is not far to seek. No man who is concerned in the administration of India can fail to be constantly looking ahead, striving to peer into the distant future to discover the probable results of the work in which he is taking part and wondering what will be the ultimate issue of this unique blending of Eastern and Western civilisation. The future depends upon the people of India themselves, on the development of the national character and on the adaptation of what is best in Western civilisation to those Eastern ideals which ought never to be discarded. All this lies with the rising generation and particularly with that section of it which will eventually form the educated portion of the community, the leaders of thought, the members of the learned professions, the higher official classes, the men of business and enterprise and, in short, the gentlemen of India. That is why I always like to see the boys and young men of this country and to learn what they are doing and how they are doing it.

I was reading the other day a very learned and interesting address on the "Ideal in Education" which had been delivered by Professor Runga Chariar, of the Presidency College, and I was much impressed by this exposition of the views of an Indian gentleman of such great experience in educational matters. Professor Runga Chariar in his able analysis of the question said that the problem of education must be regarded from two distinct standpoints (1) the development of the individual, and (2) the harmonising of the individual to his surroundings. He proceeded to examine from these standpoints the existing system of education, which is composed of two unrelated systems, the indigenous and the modern, and came to the conclusion that while the modern system tends to the development

of the individual it is not so well designed as the old education of the pundit for harmonising the developed individual to his Indian surroundings. While the tendency of Indian civilisation, said Professor Runga Chariar, had always been more dominantly religious than political, that of European civilisation was more political than religious and the modern education consequently instilled an individualistic and democratic spirit which was foreign to this land. Herein lay the defect of the modern system, for the democratic spirit could not possibly flourish on Indian soil or work out Indian civilisation, and it was the duty of honest patriots to remedy this defect.

I have quoted Professor Runga Chariar's lecture because it is an opinion of one of your own countrymen who is a great authority and because it supports the advice which I am accustomed to give to the youth of this country in my own inexperienced and unlearned fashion. The result of my own observations is that the youth of this country with all their admirable qualities of intelligence, industry and morality have one great failing, and that is the lack of true public spirit. They are, as Professor Runga Chariar says, too individualistic, and the pressure of modern competition subordinates in them the desire to serve others and to devote their capacities and powers to the service of the race. That is why I always exhort the young men whom I have the privilege of addressing to cultivate in every possible way that school patriotism which is the germ and foundation of the wider patriotism of nation and race. That is why I urge them to think first of all of the honour of their College whether it be in their work or their play or their ordinary conduct of life. It seems to me that it is a spirit of this kind which is needed to take the place of those lessons of self-denial and altruism which were inculcated first of all by the ancient pundits, and to counteract the individualistic spirit to which I have just referred.

I had also the pleasure of reading another thoughtful essay on the subject of education which I should like to recommend to the Masters of this College as the opinion and advice of one of their fellow countrymen. It was an address on the "Position and Prospects of Schoolmasters," delivered by Mr. Hanumantha Row of the Presidency College, in which a very inspiring view is taken of the teacher's work and in which much admirable advice is given. But I must not plunge any deeper into these absorbing topics as the occasion is hardly suitable and your Address has not invited me to discourse on them at large.

I am glad to hear how well the Wardlaw College has recovered from the shock which it sustained on account of the outbreak of plague and how thoroughly satisfactory is its present condition. I am glad that though he is on furlough I have had the pleasure of meeting your Principal, Mr. Cotelingham, to whose zeal and ability during the past twelve years so much of the efficiency of the College is due. He has been ably seconded by the staff of masters to whom I offer my congratulations on their work and my best wishes for their future success.

And to you, students, I have this to say. You

have three Unions which aim at your well-being in three important branches of your education, and I do not doubt that they are doing good work. But do not rest content with this; let your striving be to render the whole Wardlaw College a single Union for promoting the religious, intellectual, and physical well-being of its members. Take a pride in your school, help one another, do whatever you find to do with all your might, and join in everything which promotes the common interests whether it suits your individual tastes or not. It is thus that you will learn those habits of self-denial and devotion to the common welfare of the society in which you live, which will stand you in good stead when you take your places as mature citizens of the land. By measuring your abilities against those of your fellow students and getting to know them in all the pursuits of your age you will learn to form a truer estimate of your own selves. You will be less likely hereafter to expect too much or to venture too little; you will find the friends who will stand by you all through life and you will learn whom to trust and whom to avoid. You will find out how little each man can do by his unaided endeavours but what great results can be achieved where each humbly does his small share in a united and organised undertaking.

With this simple advice, which may be old and commonplace but which I believe nevertheless to be that which you most need, I wish you success in your studies and a prosperous start in your future professions. I thank you again for the manner in which you have welcomed me and wished me well in my private and public life.

His Excellency, in acknowledging a subsequent vote of thanks, said that nothing could be more gratifying to him than that his visit to the Wardlaw College should be an occasion for the exemplification of school patriotism which he held so much at heart, by instituting a prize for the promotion of athletic sports. In his youth, His Excellency observed, he had taken considerable part in athletics, and remarked that on the playground was developed the best part of the social, physical, intellectual and moral qualities of the rising generation. He would be extremely glad to hear how the prize was competed for and who won it. He hoped that that might be the occasion for the creation of a spirit of healthy friendly rivalry which did more than anything else to promote good fellowship and friendship among the youths.

With the permission of the Principal of the College and his approval, His Excellency announced to the students that they would be given a holiday in honour of his visit, which he hoped they would thoroughly enjoy.

BOMBAY.

OFFICIAL NOTIFICATION.

Mr. P. Hide, M.A., (Oxon.), acts as Principal, Elphinstone High School, Bombay, vice Mr. Sunder-
Gajanan Jayakar, M.A., B.Sc., and pending the

return of Mr. M. Hesketh, M.A., or pending further orders.

A NOTIFICATION has been issued over the signature of Lieutenant-Colonel Collie, I.M.S., Acting Principal of the Grant Medical College, Bombay, directing under orders of the Director of Public Instruction, the rustication of 15 first and second year Medical students of the College, two for the current term, and the remaining for one year, in consequence of their having committed "certain dishonest acts at the last terminal examination inasmuch as they copied."

THE Hon. Sir Lawrence Jenkins opened the newly constructed "Fiske Hall," which forms an extension of the American Maratha Mission Schools at Byculla.

"PROGRESS" writes to the *Times of India*:—

Will you kindly allow me to explain the scope of each of the two Mahomedan Educational Conferences that are meeting this year in our Presidency, one at the end of August and the other in December?

The Bombay Presidency Mahomedan Educational Conference has been organised with the object of encouraging the Mahomedans of Western India to take their due share in primary, secondary and higher education as imparted in the public institutions of the Presidency, and of extending pecuniary help to deserving students with a view to enabling them to receive such education. A large fund is being raised for the purpose of establishing a Central College in the Presidency, where higher education will be given side by side with moral and religious training. In the meantime the promoters of the cause are anxious that Mahomedan students should fully avail themselves of the benefits bestowed by the various existing Colleges in the Province. The presidency Conference has taken upon itself the task of practically advancing the education of nearly 100,000 Islam youths going to primary schools, the 3,000 youths learning at secondary schools, and the 100 attending collegiate institutions. The Conference is working hard to remedy those causes that have led to the serious decline in the number of the Mahomedan youths attending secondary schools. The principal function of the Bombay Presidency Conference is to lead Moslem students from primary education on to secondary and higher forms of culture, and it is not too much to hope that under its care the cause of Islamic education will "slowly broaden down from precedent to precedent."

The object of the Mahomedan Anglo-Oriental Conference is to centralise higher education at the Aligarh College. With this purpose in view it holds its Annual Meetings in large cities all over India, persuading Mahomedan parents to send their children to Aligarh, and collecting funds for the maintenance and expansion of that institution. Thus the interests of both conferences do not run in different but in concurrent ways. The

Presidency Conference has to pave the way of Moslem youths to higher education, and it will not only be glad but proud to see rich Moslems sending their educated sons to Aligarh, Cambridge or Oxford.

BENGAL.

OFFICIAL NOTIFICATIONS.

Babu Nalini Mohan Sanyal, Head Master, Rangpur Training School, is appointed to be Head Master of the Krishnagar Collegiate School, vice Babu Sagar Chandra Chakravarti, retired.

Babu Devendra Kumar Ray, M.A., Deputy Inspector of Schools, Bogra, is appointed to be Head Master of the Rangur Training School, vice Babu Nalini Mohan Sanyal, and substantively *pro tempore* to Class VIII of the Provincial Educational Service.

Maulvi Mahomed Ibrahim, Inspector of Schools, Chittagong Division, is appointed to be Inspector of Schools, Dacca Division, vice Babu Mathura Nath Chattopadhyaya, about to retire.

Maulvi Abdul Karim, Assistant Inspector of Schools, Dacca Division, is appointed to be Inspector of Schools, Chittagong Division, vice Maulvi Mahomed Ibrahim.

Babu Kumud Bandhu Bose, Assistant Inspector of Schools, Burdwan Division, is appointed to be Assistant Inspector of Schools, Dacca Division, vice Maulvi Abdul Karim.

Babu Braja Ballabh Datta, Professor, Ravenshaw College, Cuttack, is appointed to be Assistant Inspector of Schools, Burdwan Division, vice Babu Kumud Bandhu Bose.

Babu Krishna Prosad De, M.A., is appointed to be a Professor in the Ravenshaw College, Cuttack, vice Babu Braja Ballabh Datta, and substantively *pro tempore* to Class VIII of the Provincial Educational Service.

Babu Surendra Kumar Basu, a Professor of the Provincial Educational Service in the Civil Engineering College, Sibpur, is appointed to act as a Professor of the Indian Educational Service in that College, during the absence, on deputation, of Mr. B. Heaton.

Babu Chuni Lal Sarkar, Teacher of Surveying in the Civil Engineering College, Sibpur, is appointed to act as a Professor in that College, with effect from the 1st June 1903, during the absence, on deputation, of Babu Surendra Kumar Basu, or until further orders.

Babu Kali Narayan Sen, Lecturer in the Civil Engineering College, Sibpur, is appointed to act as a Teacher of Surveying in that College, during the absence, on deputation, of Babu Chuni Lal Sarkar.

Babu Manmatha Nath Rndra is appointed to act as Librarian of the Bengal Library, during the absence, on leave, of Ray Rajendra Chandra Sastri.

Babu Raj Kumar Das, M.A., Assistant Head Master, Dacca Collegiate School, is appointed substantively *pro tempore* to Class VIII of the Provincial Educational Service, and to be Headmaster, Dacca Collegiate School, with effect from the 15th July 1903, vice Babu Bhuvan Mohan Sen, about to retire.

MR. ORANGE, Director-General of Education, has been in Calcutta and has visited the educational institutions in the city.

BAB BIRENDRA NATH DE, B.A., Student, M. A. class, Presidency College, has secured the Government scholarship for the year 1903, tenable in England only. He enters Cambridge University in October.

A RECENT *Calcutta Gazette* conveys the thanks of the Government of Bengal to Babu Gobinda Chandra Basak, Subordinate Judge of Barisal, for handing over to Government the sum of Rs. 3,600 in 8½ per cent. Government securities, for the purpose of endowing a scholarship to be held at the Engineering College at Dacca or Sibpore.

At a meeting of students and others, held at the Central College, Calcutta, on the 11th August, the following resolution was carried: "That this meeting approves of the offer made by the Principal of this Institution for perpetuating the memory of the worth and services of the lamented deceased (Bireswar Mitter), to provide for two special scholarships to be named 'Bireswar Mitter Memorial Scholarships' of the value of Rs. 36 and Rs. 48 per annum, to be awarded for two sessions, every year, to the two undergraduates of this Institution who shall obtain the highest number of marks in Mathematics at the Entrance Test and the Second Year Final Examination respectively, pass the corresponding examinations at the University successfully, and continue to prosecute their studies in this College."

THE following orders by the Syndicate of the Calcutta University have been published:—

1. In modification of the order *re* Ward's Gifford Lectures published in the *Gazette* of the 17th June last the Examiners in Mental and Moral Science for the M.A. Examination in 1903 have been instructed that they are at liberty to set questions from the Lectures, but that for every question so set they must provide an alternative.

2. The following Natural Orders in Botany are prescribed for the Preliminary Scientific M.B. and L.M.S. Examinations, in 1904:—

(1) Anonaceæ, (2) Anacardiaceæ, (3) Leguminosæ, (4) Compositæ, (5) Solanaceæ, (6) Euphorbiaceæ, (7) Scitamineæ, (8) Gramineæ.

3. The following Genera and Orders in Zoology are prescribed for the B.A. Examination in 1904:—

(a) Genera of the Order Ecaudata (Class Batrachia).

(b) Ditto Scorpione (Sub-class Arachnida).

(c) Indian Genera of the Sub-order Ophidia (Order squamata). Class Reptilia.

(d) Ditto Order Gallinæ (Game birds) Class Aves.

4. The Books of Joshua, Judges and Job in the Khasi version of the Bible are prescribed for the Examination in Khasi at the Entrance Examination in 1905.

5. The Examination in Assamese at the Entrance Examination in 1905 shall be on Selections (to be

notified later on) from Sahitya Sangraha by Padmanath Burua, Sahitya Bichar by Satyanath Bura and the Adikanda of the Ramayana in the Assamese version of Rai M. C. Bardalai Bahadur.

6. Manindralal Bandopadhyay, candidate at the recent F.A. Examination from the Bhumihar Brahman College to whom has been traced an Answer-Book in Sanitary Science with page after page filled with obscene matter of the grossest description, has been called upon to surrender his Entrance Certificate with a view to its cancellation; has had his name removed from the records of the University and is debarred from all future Examinations by the University.

7. Under rule 7 of the Rules for the Recognition of Schools the privileges of recognition are withdrawn from the Rajchandra Collegiate School, Barisal.

UNITED PROVINCES AND PUNJAB.

AN important Conference of the Managers of European Schools, summoned by Government, will be held at Simla in the first week of September, to discuss the new Code. The idea is to introduce a fundamental change in the system of allotting grants-in-aid to European schools by calculating the amount of the grant, not upon the number of pupils, but upon the number of teachers.

THE scheme for a Reformatory at Delhi, the first of its kind in this province, is practically complete, and has only to await the final approval by the Lieutenant-Governor. There is some incompatibility between the Reformatory Schools Act, 1807, and the Government of India Resolution, that a Reformatory should be strictly educational and industrial, with no suggestion of prison taint. When these difficulties are surmounted the Reformatory will be opened, probably early in the cold weather. The buildings are finished and quite ready for occupation.

WARNED by the fate of the Bareilly and Meerut Colleges, which are threatened with disaffiliation by the University of Allahabad, the Central Hindu College of Benares is striving hard to increase its endowment fund. Although this College is financially much better off than those of Bareilly and Meerut, yet its endowment does not nearly reach the point demanded by the University, and it seems likely that its affiliation to the B.A. Standard may on this ground be delayed. The College Committee has, therefore, sent out appeals for immediate donations which has already brought Rs. 27,000 from Bombay, and Rs. 15,000 from Madras with the promise of liberal assistance from other directions. The public support to the activities of the College continues satisfactory. During the last month, besides minor donations, a gentleman subscribed Rs. 6,000 to endow a Vedanta Chair, another Rs. 2,000

as contribution to the prize fund, and two anonymous donors sent between them Rs. 7,000. The Kashmir Durbar has given a building to the College to establish a free Sanskrit Boarding House.

THE Government of India have still under consideration the question of European education in India. A special Committee sat in Calcutta early last year and drafted a new Code, but this has not yet been published. In the meantime in the Punjab, a good deal has been done for European Schools by liberal building grants, gifts of apparatus, and special allotments. The latest measure is the provision of more scholarships for European and Eurasian boys and girls. Hitherto there have been eighteen scholarships, tenable in the Punjab, but the number has now been raised to forty-five. Instead of ten Middle School scholarships of Rs. 5 per month, there will now be twenty of Rs. 8 per month, instead of six High School scholarships of Rs. 8 per month, there will be fifteen of Rs. 12 per month; and two College scholarships of Rs. 16 will be replaced by ten of Rs. 20 per month. The new scheme is to have effect from December next.

THE Budget meeting of the Trustees of the Aligarh Mahomedan College was held at Aligarh on Thursday, 6th August, when the Budget, as prepared and presented by the Honorary Secretary, was passed. The Trustees also passed a vote of thanks to Nawab Mohsin-ul-Mulk for the report drawn up, by him showing the progress made in the last five years, as compared with that of the previous five years. Briefly the main features noticed were:—(1) The increase in the number of students from 343 to 703; (2) the increase in the income from Rs. 72,830 to Rs. 1,06,650; similarly the tuition fees have risen from Rs. 13,729 to Rs. 26,012; (3) the increase in the donations and subscriptions from Rs. 86,711 to Rs. 5,25,209; (4) in spite of a considerable increase in the expenditure a saving of over Rs. 40,000 has been effected, and over Rs. 30,000 has been added to the College Reserve Fund; (5) repairs to old buildings at an expenditure of over Rs. 20,000 have been undertaken, and several new ones added. Although so much has been accomplished a great deal still remains to be done. The present staff of College Professors is totally inadequate for the requirements of so large an institution, and at the very least one more European Professor is wanted. The School staff, too, needs strengthening by the appointment of more competent and better paid teachers. A competent Dean is also required for the religious and moral requirements of the students, but the greatest want felt is for new boarding houses, and if the present available accommodation is not soon increased further advancement and progress will be arrested, and the public will be thereby disappointed. A new school building, too, is needed, as the present one is in a very dilapidated condition and therefore unsafe.

General Notes.

THIRTY thousand teachers met in Boston, U.S.A., for the annual meetings of the National Education Association in July.

THE Life and Letters of the late Dr. E. B. Cowell, Professor of Sanskrit at Cambridge, are being prepared for publication—through Messrs. Macmillan—by his cousin, Mr. George Cowell. The biographer is anxious to obtain any letters written by the distinguished scholar to old pupils in India, or any reminiscences that may be available of his life in Calcutta between 1856 and 1864. It is thought that some of the older generation of Pundits may be in possession of letters or other material which would be useful in the elucidation of that side of Professor Cowell's life which had reference to India. If so, they are asked to communicate with Mr. J. Macfarlane, Honorary Secretary, Asiatic Society of Bengal.

THERE has recently been an epidemic of suicide among students at Nikko, Japan. A student of the Waseda University threw himself over the Kegon waterfall on the 3rd July, and the police, having instituted a search for his body, found that of Misawo Fujimura, late student of the First High School, who drowned himself there about a year ago. Fujimura's mind, says a Japanese paper, had lost its balance through over study and wandering beyond his depth in the sea of metaphysical speculation, and he is said to have committed suicide "because he could not fathom the universe." His example has been followed by several other overwrought students, the present case making the eighth.

A RESOLUTION recently passed by the Department of Imperial Scripts, a sub-section of the Imperial Education Association, of Japan, marks a most important step in the advance of that progressive country. This committee of experts recommends the Government to include among the compulsory and indispensable subjects of instruction in the curriculum of higher Primary schools the Romanisation of the Japanese language. The Educational Department proposes, if the Government adopt the recommendation of the Committee, that the Roman alphabet, as well as a Romanised Japanese alphabet, shall be taught to beginners, that the early readers shall contain Romanised passages of Japanese, and scholars shall be called upon to Romanise Japanese words and sentences set for the purpose.

THE name of Babu Brajendra Nath Seal, Principal of the Victoria College, Cooch Behar, is mentioned in connection with the proposed new Chair of Hindu Philosophy at Cambridge. It is not yet known whether Principal Seal would be willing, if called upon, to exchange his present sphere of work in India for so different a field of labour as an English University would furnish, but there is a strong feeling in many quarters that no more suitable man for the post could be found in India. Babu Brajendra

Nath Seal, says a contemporary, is widely known for his philosophical learning, his Sanskrit scholarship, and his knowledge of many other Asiatic and European tongues.

Two hundred and nine graduates of other Universities have either been excused the Matriculation examination or have entered for the Doctorate at London University since the new statute admitting them came into force. The Doctorate candidates working on the Internal side of the University number 21. Of the 187 who have been excused Matriculation 23 are from Oxford, 34 from Cambridge, 23 from the Royal University of Ireland, 13 from the Victoria University, and 11 from Durham, with smaller entries from the Universities of Dublin, Edinburgh, Aberdeen, Glasgow, Wales, Bombay, Madras, Calcutta, New Zealand, Melbourne, the Cape of Good Hope, Paris, Lille, Heidelberg, Zurich, and Chili. Thirty-one of the candidates come from foreign and Colonial Universities.

THE foundation stone of the new buildings for Sheffield University College was laid by the Lord Mayor of London on the 30th July. The cost of the buildings will exceed sixty thousand pounds; and a leading feature of the reformed college is to be a metallurgical school, which it is claimed will be finer than any institution of the kind which Germany or America can boast.

THE *Westminster Gazette* says: "We regret to announce that Sir Joshua G. Fitch died at his house in Leinster Square on Tuesday. Sir Joshua Fitch, M.A., LL.D., was born in 1824, and was educated at University College, London. He was from 1852 to 1863 vice-principal of the British and Foreign Society's Training College. In the latter year Lord Granville appointed him one of Her Majesty's inspectors of schools, and he worked first in Yorkshire and later in the eastern counties, with whose fortunes and interests he has been closely connected. He was also an examiner for many Government departments, as also examiner for the Society of Arts. He was a member of many educational bodies and wrote innumerable articles of great authority on educational and literary topics, one of the best known being that on education in 'Chambers's Cyclopædia.' In 1888 he went to American Schools and Colleges, which subsequently appeared in a Blue-book. Dr. Fitch received the cross of a Chevalier of the Legion of Honour for services rendered to the French Government. No one had the Education Act of last year more at his fingers' ends than Dr. Fitch, who knew details of its practical working unsuspected by many, and his lucid address at a conference this year at the chapter-house of St. Paul's will not be forgotten by those who heard him. A more hard-working and conscientious public servant never lived."

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All contributions, books for review, &c., should be addressed to the Editor, Central College, Bangalore. 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 Publishers request that Subscribers to the EDUCATIONAL REVIEW who do not receive the REVIEW regularly will kindly bring the fact to their notice.

The Educational Review.

We reprint in another column certain extracts from the Annual Report of the University of Madras. But not the least interesting portion of that Report is the statistical information provided in the form of many tables. One of these shows the 'ages of candidates registered, examined, and

passed at the Matriculation Examination of 1902.' We gather from it that one precocious youth of eleven and another of twelve presented themselves, and both passed! They bid fair to be boy-bachelors at this rate. The most successful boys are those between 14 and 15 years of age: 246 sat and 146 passed, 7 of them in the first class, a percentage of 59.3. The bulk of the candidates if we except those over 20, are about equally divided between the stages 16-17, 17-18, and 18-19 which pass respectively 41, 38 and 35 per cent. It is interesting and valuable to notice the sudden drop from 32 to 19 per cent. of success which accompanies the crossing of the line at 20 years of age. If we take all the candidates under 20, we find that 5053 were examined of whom 2021 passed, a percentage of 40. But of the 2860 over 20 who were examined, only 488 passed, a percentage of 17. It is clearly the 'private candidate' that pulls down the percentage, and perhaps the best that can be said for him is that he helps to fill the University chest. One cannot help noticing also

the great leap between those of 19-20 and those of 20-21 years. The former number 813 entries, the latter 1335. Of those falling anywhere between 21 and 25 there are only 1491 in all. It is thus difficult to avoid the conclusion that in a very great number of cases indeed the age of 20 has been assumed merely for purposes of convenience. Several of such cases were detected by the Registrar last year with the result that the offenders were debarred from sitting at the examination. We have reason to believe that similar cases of malpractice will be brought to light this year again; and we trust that in time the lesson that a man cannot by being anxious add a cubit, or even a span, to his age will be thoroughly learned.

One of the last acts of Lord Northcote's administration will meet with much appreciation from educationists. The resources of Local Boards and Municipalities in the Western Presidency have been so crippled by famine and plague that they have reached the limit of their capacity with regard to making provision for primary education within their respective areas. In order that the development and extension of this work might not be checked, the Government accordingly decided to supplement the resources of the boards by additional grants from provincial revenues, and from the 1st of September the limit of Government aid on this particular account is raised from one-third to one-half of the total expenditure. This means an additional expense to Government of four and a half lakhs, which sum is to be debited to the grant of six lakhs made by the Government of India.

The Government has expressly pointed out, and we are glad that it has done so, that

these new grants are not made to relieve the Boards of any part of their existing expenditure on primary education, but for the express purpose of developing and extending it. For instance, suppose the expenditure in a certain area has been Rs. 6,000, i.e., Local Funds Rs. 4,000 plus Government Rs. 2,000. The new expenditure is not to be Local Funds Rs. 3,000 plus Government Rs. 3,000, totalling Rs. 6,000 as before; but Local Funds Rs. 4,000 plus Government Rs. 4,000, totalling Rs. 8,000. And if the new grant is not so utilised and a Board is found guilty of using it in order to save its own pocket 'a corresponding reduction will be made by Government in the grant and the amount thus saved will be given to other Boards whose expenditure on primary education has increased' a very good illustration of the adage "To him that hath shall be given." The Boards are also expected, in any development of their Primary system, to take steps for affording special encouragement to the education of girls. The schools in the smaller villages should usually afford instruction to both boys and girls, but in the larger villages and towns, where special schools for girls are required, it is hoped that a substantial portion of the increased assignments now made will be devoted to female education. We sincerely trust that in this all-important matter the different boards will rise to the height of their opportunities, and that we may witness a speedy and a lasting improvement in the condition of primary education throughout the Presidency.

An interesting letter on the subject of 'Tours School Journeys for Indian schoolboys' has appeared in *The Pioneer* over the signature of "Nivedita." Certainly the comparatively low cost of

such excursions in India should commend itself to those who favour the idea. We know of cases in which students of geology make tours for the purpose of acquiring some practical knowledge of that science, but the scheme outlined by 'Nivedita' is on somewhat different lines, and, as she is careful to point out, the 'school journey' in India would have a special significance behind it, connected with the initiatory ceremonies of Brahminism. We append the letter, that it may speak for itself:—

In view of the fact that most of those who are interested in Indian education read your paper, might I beg you for enough space to call their attention to an important matter deserving of special notice in view of the approaching holidays? I allude to the practice of sending parties of boys on walking tours, in charge of some responsible and well-instructed person who acts partly as comrade, partly as master, during the expedition. The enthusiasm of teachers in Germany, Switzerland and America, for such tours, is of course well-known to you. What would they not feel, had they such a country as this with its wonderful diversity of races and landscapes, its wealth of antiquities, and its splendour of living architecture, to observe? A few of us in Calcutta sent a party of six College students, in charge of an Indian Sadhu to the mountains, last holidays. They went by train to Kathgodam, spending a few hours at Benares on the way, and then on a tramp to Kedar Nath via Almora and back. The journey took six weeks. Needless to say in spite of temporary fatigue its effect on health was of the best, and the boys have done better work throughout the term for the stimulus of the holiday break. But the most interesting feature of the whole undertaking was its slight expense. This only amounted, when railway fares were paid,

to ten rupees a head. Would it be too much to hope that on future occasions Railway Companies might be willing to reduce expenditure still further, by making concessions to *bona-fide* parties of students? Possible expeditions, besides those to the mountains, which are legion, would be:—To Indo-Saracenic India—Delhi, Agra, Fatehpur, Sikri; Buddhist India,—Ellora, Ajanta, Bhilsa, Bharhut, Puri, Bhubansowar, the caves of Orissa, Nasick, Karli, Kennery; Puranic India,—Ujjani, Cheetore, Elephanta; Jain India,—Mount Abu; Dravidian India,—Conjeevaram, the Seven Pagodas, Trichinopoly, Srirangam, Madura, and Rameshwaram. These are a few only of the numberless opportunities which the country offers; but perhaps they are the most practicable. There is so much room for an intensifying, rather than an extensifying, of the culture given in the Anglo-Vernacular School and College both Missionary and other, that I cannot help thinking that good teachers will welcome these suggestions. They are not merely a re-application of the old Indian idea of pilgrimage, in one of its most essential aspects; they are not simply a device adopted from European educators, popular as such walking tours now are in Europe: they are not only in some sense a substitute for the *wander jahre* of the German student, or the journey man craftsman's period of going from town to town, plying his trade. More than any of these things they point to an element deliberately intended by the forefathers of the nation to enter into the ultimate stages of the education of every well-trained Indian boy. For when the young Brahmin receives his Brahmin thread, there are three days during which he carries the begging wallet on his back, and may not lift his eyes to look upon the face of women. During three days, his rice is slipped

into the wallet in the form of doles, by his mother and other friendly women, and he is left to cook it for himself. Theoretically, he is a wanderer, a student, who has been sent out to see the world before settling down to his duties as a householder. Surely it is a mistake that the Hindu people have allowed a great and living institution like this to pass into a mere ceremony whose meaning, though recoverable, is practically forgotten amongst them.

We have received a copy of the report on Education in the Federated Malay States for the year 1902. These states include Perak, Selangor, Negri Sembilan, and Pahang, and the report tells a tale of steady progress. At the close of the year there were 222 schools, of which 204 were Government Vernacular Schools, 5 English Government Schools, and 13 English grant-in-aid schools managed by the American Methodist and Roman Catholic Missions. There are nearly 9,000 boys in the Vernacular and over 1,500 in the English Schools. Of girls there are between 350 and 400 in each kind of school. The expenditure for the year amounted to 1,80,000 dollars. In Selangor and Negri Sembilan attendance is compulsory for all Malay boys living within two miles of a school. Technical education is uphill work amongst the Malays and the classes in silver and blacksmith's work, woodcarving, and tailoring, have not so far been conspicuously successful. In Perak the girls' weaving classes have done better. Teachers are trained at the Malacca Training College and hold their owl in class and on the football field with their comrades from the Straits Settlements. Football indeed is very popular, and it is the opinion of the Educational authorities that no sum is more profitably spent in

the whole Education budget than the vote for the encouragement of sports; both in attracting boys to the school, and in encouraging a healthy tone amongst them.

Among the most interesting paragraphs in the report are those that deal with the Education of Tamils. Although it is not in general the policy of the Government to provide other than Malay Vernacular education in view of the advantages of a steady flow of immigration from Southern India an exception has been made in the case of Tamil and there are at present five schools at which the Tamil Vernacular is taught. A scheme has also been suggested for the establishment of a Tamil Industrial School in Selangor, at which, in addition to instruction in agriculture and various trades, it is proposed to provide rudimentary education in the Tamil Vernacular. It is interesting to find that owing to the recent opening of four Tamil boys' schools during the current year, there are at present more Tamil than Chinese children in the English and Vernacular schools in Perak: and even at the English schools they are nearly as numerous as the Chinese, while they considerably outnumber the Europeans, Eurasians, and Malays, put together.

This from *The Indian Social Reformer*, to which we give a hearty assent:—As a general rule, our young men conduct themselves in a far more self-respecting manner than some of their elders, and if we refer to a report which has reached us of an instance of a contrary kind, it is because we should like the matter to be explained. It was stated the other day that a number of students of the Grant Medical College had been expelled from the institution for various terms, because they were detected in the act of "copying" in an examination. One would

have thought that students who, in a few years, would belong to an honourable profession, would have their moral sense sufficiently developed, if not to prevent them from "copying," at least to make them aware that "copying" was not quite the most honourable way of getting through an examination. If the report that has reached us be correct, the offenders, or some of them, seem to have pleaded that this was not the case. We are told that it was seriously advanced that "we, Asiatics, should not be judged by such strict standards as Europeans!" Whether those who advanced this most disgraceful plea for escaping the consequences of their conduct wished simply to flatter their European superior, or whether they sincerely believed that they belonged to an abject race, we are deeply sorry that educated young men should school themselves from an early age to such selfish and mean notions of what is due to themselves. Men who cannot be generous and manly in their youth can never be anything but despicable creatures.

Are we to have another Aligarh—this time on the banks of the Nile? An Awakening in Egypt. The announcement made in the Home papers that the Grand Mufti of the great Moslem University of Al Azhar at Cairo has been visiting England with the purpose of studying the methods and principles of the Universities of Oxford and Cambridge and other institutions of learning, must have come as a surprise to those who are familiar with the past history of the famous seat of Sunnite theology. The policy of those in authority at Al Azhar hitherto has been to "bow low before the blast" of Western learning, "in patient deep disdain" to

"let the legions thunder past,
And plunge in thought again."

For long Al Azhar has claimed to be at once the largest and the most ancient of all the great universities of the world. It dates back to somewhere about 900 A.D., and has some 10,000 students in attendance, with 4,000 more pupils in the elementary schools attached to it. It has shown the most profound contempt for modern methods, and some of its admirers claim for it that it is the only place where the pure love of learning for its own sake survives and is encouraged. It exacts no fees, keeps no roll, prescribes no examinations, and grants no diplomas. Students come and go as they will, and some spend their lives within its walls. The professors, squatting at the foot of its pillars (a professor does not get a "chair" there, but a "pillar"), discourse on astrology or kindred sciences to whoever cares to listen. They receive miserable pittance, the University's chief endowment is 700 loaves of bread per day from the bakers of Cairo,—but are proud of their position and resent anything in the way of Government interference. The policy of the educational department of Lord Cromer's administration has been to leave Al Azhar severely alone, and not to attempt to pour the new wine of Western science into the old bottles of Oriental lore. But probably the increase of English education in Egypt is beginning to make its influence felt even in Al Azhar, and its leaders are beginning to realise that to maintain their position they must make some concession to the modern spirit.

The education of European and Eurasian children in India has recently been a much discussed question. A five days' conference of managers has been held in the

Punjab to discuss the new code, of which a very hopeful view was taken. The Government grant is henceforth to be based upon the roll of teachers, and of such as are properly qualified Government undertakes to pay half the salaries, as well as a further contribution towards the expenses of general maintenance.

His Excellency the Viceroy, presiding at the distribution of prizes in Bishop Cotton's School at Simla, chose the same topic for his address and thus disappointed those who thought that some pronouncement on the larger question of University Legislation would be made on the occasion. In the course of a sympathetic speech he referred to the interest taken by the Government of India in schools for Europeans and Eurasians in this country, and gave the details of a scheme which has been prepared to help this class of institution. This scheme includes (1) the appointment of a separate Inspector for European Schools in each Province; (2) the formation of a special College at Allahabad for the training of teachers; (3) improved means for recruiting teachers; (4) increase of Government grants, and (5) less fettered conditions in connection with the course of education.

It is proposed by the Guild, in order to facilitate the working of the Registry, to send out periodically to Schools circulars of names on the list and to ask for information of vacancies, so that both teachers and headmasters or managers may be in communication. The Secretary would be extremely glad, if teachers who want posts will join

the Registry, and if managers of schools and others will inform him of vacancies.

The attention of managers is drawn to the following:—They should write to J. A. Yates, Honorary Secretary, Teachers' Guild, Pachaiyappa's College, Madras.

B.A. (1884). Tamil.

L.T. (1895). Untrained.

Age 38. 18 years' experience.

1899—1901 Principal of College.

Wants Lectureship in College, or Headmastership in High School. Minimum Salary, Rs. 100.

M.A. English (1902). L. T. Trained.

B.A. Physical Science (2nd class). Tamil.

Age 25. Seven years' experience in a College.

Wants Principalship or Professorship in College, or Headmastership of High School.

M.A. Physical Science (class 2). 1897.

L.T. Trained 1899.

For 6 months Acting Mathematical Professor in 1st grade College.

Headmaster of High School.

Desires Headmastership of a High School, or Lectureship in a College in some town. Salary, Rs. 120, or more.

B.A. History and Sanskrit.

L.T. Trained.

Seven years Headmaster in High School.

Requires post in Madras.

F.A. Telugu.

Certificated Trained.

Third Form Teacher in 2nd Grade College on Rs. 40.

Requires Headmastership of Lower Secondary School or Assistant mastership in High School on Rs. 45.

THE CITY OF OXFORD.

There are certain English provincial towns whose history and fortunes are indissolubly bound up with the life career of some prominent individual. To think of Reading is to think of its foremost citizen and patron, the philanthropist George Palmer; the mention of Norwich at once suggests the name of the world-famed J. J. Colman, whose abounding enterprise has so largely contributed to the prosperity of the Eastern metropolis; while away in the West, Swansea is to be associated with the noble lord who took his title from the town, but will always be better remembered as Sir Hussey Vivian.

But the city whose name forms the title of this article does not fall into this class and indeed, it would be hard to assign it to any category. For they who know it best are assured of its entire uniqueness. Having many points in common with its well-beloved sister and honourable rival on the Cam, it nevertheless stands apart, is complete in itself; there is none other. No one individual has been or is its pivot, for its fortunes have been from of old those of the University together with which it has grown, and it certainly must be denied a place among the "Gates and Pillars of the Empire," if material and commercial activity is the sole passport to inclusion under that title.

Yet no one would assert that Oxford is less important or less worthy, or even less renowned, than the more aggressive, self-assertive provincial towns. The hub of the intellectual universe, "its line is gone out through all the Earth, and its words to the end of the world." Midway between London and Birmingham, its quiet repose forms an utter contrast to the ceaseless throb of these commercial machines, while mingled pleasingly with

the natural peacefulness of its conditions is the strenuous, incessant mental activity that is its most distinguished characteristic.

It must not be supposed that Oxford is to be likened unto a decaying city, subject to a kind of dry-rot, a melancholy spectacle presented by many provincial towns that boast of even less antiquity than this city of spires. "Bitterly historical" as it no doubt is, it is not to be compared to an old parchment which still displays the original writing and no other, but rather to one of those strange palimpsests which reveal the traces of successive generations of owners. It is possible, says Mr. Andrew Lang, in his charming *Notes Historical and Picturesque*, to trace the life of England for some eight centuries in the buildings of Oxford, and perhaps for even a longer period, if we extend and intensify our search. It is a far cry from "the rude marks of savages who scooped out their damp nests, and raised their low walls in the gravel" at the eastern end of the High Street, to the handsome block of buildings known as the New Schools, which now occupy the site of those primeval dwellings. But the New Schools show that the University is not averse from progress which is not distinctly scholastic and academical, and the civic authorities are, on their part, resolved that the stigma branded on some provincial towns, of conservatism and refusal to meet the requirements of the age, shall not be affixed to them.

In 1888 the Local Government Bill put the corporation of the city on a new basis and since that time a spirit of public improvement has been rife. Amongst other signs of the present policy the electric light has been introduced into the main streets, and ("tell it not in Gath") into several of the colleges; congested districts have been opened up and

relieved, so that Carfax is not what it was; the old Town Hall has been supplanted by a handsome and worthy block of Municipal Buildings in the heart of the city, and there is a new and commodious Corn Exchange.

One cannot here enter into any very elaborate historical details. Early tradition tells how St. Frideswyde (who died in 740) built here a renowned priory, the germ of the present cathedral and of Christ Church, and there certainly is a more genuine ring about the story than about the legend which ascribes to King Alfred the Great in 872 the establishment of a university hall on the spot where University College now stands, despite the millenary celebration held in 1872. But the first mention of Oxford is in the "English Chronicle," and to quote Professor Freeman, "the history of Oxford begins in the tenth century: in the eleventh it was a place of the first importance as a military post, and as the scene of great national gatherings." The town is indeed far older than the University, and its early experiences were anything but peaceful and studious. Its position made it an important base of operations in the stirring times which led up to and succeeded the Norman Conquest, and the old Oxford of war was also a trading centre, beloved and inhabited of many Jews, a prospering town whose merchants made good use of the river.

With the twelfth century come the dawnings of the University. A severer rule was brought to bear on the somewhat loosely inclined Brethren of St. Frideswyde, and about the same time the famous Osney Abbey—near where the G. W. R. station now stands, was built. About 1133 we have evidence that a certain Master Robert Pullyn lectured in divinity at Oxford, a fact which almost certainly points to the existence of some kind of schools.

An interesting bit of Old Oxford, dating from these early centuries, is the remains of Oxford castle, now included within the building of the jail. The crypt of the church that Robert D'Oyly, one of the conqueror's followers, built within the castle, still remains and is of considerable antiquarian interest. Right on till 1646 when the civil war tolled the death knell of so many similar piles, the castle figured prominently in history, though few of the incidents connected with it are so graphic as the escape of the Empress Maud when besieged there by Stephen, who in 1141 burned down the tower. Accompanied—as one of the few favourite reminiscences of our school history books tells us—'by three trusty knights, swathed in ghostly garb so as to elude the vigilance of the sentinel,' the Empress managed to get safely across the frozen river.

The mention of a frozen river vividly recalls the scenes of the hard frost of February 1895, when Oxford was ice-bound during almost the whole of Hilary Term. The races known as torpids were quite out of the question, and the Ice King held a sway which was perhaps equally acquiesced in by the under-graduates and resented by the citizens. Equally memorable in its way was the preceding term, for the floods of November 1894 which brought such mischief in the Thames Valley, did not spare Oxford, the appearance of the city in some of its lower parts being more like Venice than an English town.

It is only in the 13th century that the history of the University begins. Then too we begin to find the establishment of Colleges in the modern sense. Before this, students had lodged in inns or halls or in private houses, but in 1244 Walter de Merton, who ten years previously had founded a school at Malden in Surrey, removed his foundation to Oxford.

Strongly competing for the honour of seniority with Merton is Balliol, founded by the father of the ill-fated Scottish King of that name.

In these early days conflicts between Town and Gown were frequent and bitter. The former generally proved victorious, but royalty in the person of Edward III. came to the aid of the scholars and compensated them by the grant of "a most large chapter, containing many liberties, some that they had before, and others that he had taken away from the town." A leading figure in the fourteenth century was John Wyclif. The fifteenth and sixteenth centuries were a time of trouble and confusion for Oxford. The squabbling over political affairs in the country at large found its counterpart in the religious broils that pervaded the life of the University. The civil and foreign wars drew men from the study to the battle-field, and the city with the whole land groaned under the evils of pestilence, violence, and confusion, consequent on the mediæval warfare. The brief promise of better things under Henry VIII., when Wolsey founded Christ Church and Fox Corpus Christi College, usually abbreviated to Ch. Ch. and C. C. C. respectively, and when the influence of Italy began to move in the University, soon died away. The reigns of Edward and Mary were not favourable to the welfare of the city which became almost empty. The lamp of learning burned but dimly, the schools were converted into laundries, and the citizens began to encroach on academic property. The rapid changes in politics and religion disconcerted and confused men's minds.

In the Broad Street, opposite Balliol, and at the foot of one of the new electric lamp stands, a stone cross embedded in the ground marks the place where in all probability Bishops Ridley and Latimer suffered for their

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faith on October 16th, 1555. Not far distant is the beautiful Martyrs' Memorial, designed by Sir Gilbert Scott, on the model of the celebrated memorial crosses erected by Edward I. The inscription on the N. face of the base runs as follows:

"To the Glory of God, and in grateful commemoration of His servants, Thomas Cranmer, Nicholas Ridley, Hugh Latimer, Prelates of the Church of England, who, near this spot, yielded their bodies to be burned; bearing witness to the sacred truths which they had affirmed and maintained against the errors of the Church of Rome; and rejoicing that to them it was given not only to believe in Christ, but also to suffer for His sake; this monument was erected by public subscription in the year of our Lord God, MDCCCXLI."

Under Elizabeth the city slowly recovered, and under the patronage of "the high and mighty King James," began to be the Oxford that we know. But its troubles were not yet over. Soon after Charles's accession in 1625, Parliament sat there because of the plague in London; during the Civil War it stood loyally by the King, and much of the beautiful old college plate was minted for the royal need. After Edgehill the court came, and the city was fortified and of course besieged, only to surrender after Naseby. Henceforward the strife that rages at Oxford is not a physical one, its debates are no longer political; the current of its life flows almost as equably as that of the Cherwell whose sleepy waters contribute so much to the uniqueness of the city.

The history of the town is so much knit up with that of the University, that it is impossible to avoid a semblance of neglect towards the purely civic aspects of this home of learning. The buildings, the streets, the river, the very walks in the country, are all inseparable from

the idea of the University and its members. Oxford for half the year—in vacation time—is somnolent and slack; for the remaining half, when the men are “up,” all is life and activity. Concerts abound in the winter and spring terms, the summer term is the term of river picnics, of cricket in the Parks, of the Eights, of the fair sisters and cousins, of delightful afternoon teas on College Barges or in College grounds, the term too, of—Schools. Something like two thousand men sit for one examination or another in the last fortnight of term—a figure which seems formidable when computed in the regulation black coats and white ties which candidates have to present themselves in.

Oxford’s real “gaudy” days are in Eights week and Commemoration week. The former falls from about the middle of the fourth to the middle of the fifth week in term. The boats race in two divisions—a lower at 4-30, an upper at 6 P.M. The head boat of the lower division rows as last boat in the upper. The scene is one of tremendous excitement, which reaches its height when a bump is made, especially if it can be effected opposite the barge of the victorious boat. When a bump takes place, both boats concerned drop out of the race and take their places on the next night in the new order.

If fine weather prevails, the scene is one of truly animated beauty. Barge and river banks are lined with spectators of every grade. When the races are over the throng pours into the delightful walks that run through Christ Church Meadows, and for the most part wends its way up through the new Meadow Buildings and the Cathedral Cloisters, thence past the stair-case of the great Dining Hall into the “Tom” Quad and so out through the “Tom” gateway into St. Aldates, emerg-

ing just opposite Pembroke College, associated with the academic days of the portly (in more senses than one) Dr. Samuel Johnson. The “Tom” Quad at Christ Church, or in still commoner parlance ‘The House,’ is by far the largest in Oxford—it gets this popular name from the presence in the tower of its gateway, of the massive ‘Great Tom’ bell, which weighs nearly 18,000 lbs., and every night at 9.5 tolls a curfew of 101 strokes, as a signal for the closing of college gates. Within Christ Church (which boasts among many distinguished alumni such names as Ben Jonson, Philip Sidney, John Locke, Peel, Canning, Godolphin, Bolingbroke, Lyttelton and three recent premiers, Mr. Gladstone, Lord Salisbury, Lord Rosebery) is the Cathedral, which serves the double purpose of the chapel of Christ Church and the metropolitan Church of the diocese of Oxford. The Dining Hall of The House is only surpassed by the hall at Westminster; its walls and windows are magnificently adorned. The great kitchen, with its monster gridiron, is another sight.

The throng from the River that we have accompanied thus far keeps fairly well together past the new Municipal Buildings with its Free and Reference Libraries and Reading Room, till it gets to Carfax, the celebrated crossroads in the centre of the city, whence it diverges in different directions. On the Thursday of Eights Week the great attraction is the Debate at the Oxford Union Society, where visitors are admitted to the gallery. The New Theatre in George Street is also well-patronized all through the week, the management being careful to secure for the occasion the services of a really good company. It may be mentioned in passing, that no performance can take place here, except by sanction of the Vice-Chancellor of the

University and the Mayor of Oxford. The great event of the theatrical year at Oxford is the annual performance by the Oxford University Dramatic Society in Hilary Term.

Commemoration week, which falls towards the end of June, lacks the interest of the races of Eights Week, but has compensating attractions. At the Encænna or Commemoration proper, which takes place in the spacious Sheldonian Theatre, honorary degrees are conferred on distinguished guests by the Vice-Chancellor. On this occasion too, the Creweian oration in commemoration of founders and Benefactors is delivered, and prize compositions are recited from the rostra.

Commemoration week is also marked by the annual Horticultural Exhibition, held in one or other of the many beautiful College Gardens, e.g., at St. John’s, Worcester, or Wadham. Balls abound, picnics are incessant, the theatre attractive. A great feature in former years was the annual procession of College boats, but a succession of accidents brought about a cancelling order from the authorities of the Oxford University Boating Club. Commemoration is the last outburst before Oxford relapses into its summer siesta.

From the octagonal chamber at the summit of the Sheldonian, one may gain a beautiful panoramic view of Oxford, and the visitor who gains his first impression of the city therefrom, will have it indelibly graven into his memory.

In this neighbourhood lies a galaxy of interesting buildings. Besides the Sheldonian itself, there is the Ashmolean Museum with King Alfred’s Jewel, Henry VIII.’s Sword, Gny Fawkes’ Lantern and other interesting antiquities; the Divinity School where Latimer and Ridley were cited to appear before the papal commissioners, and where Parliament met in 1625; the Bodleian Library rich in the

quantity and the quality of its contents and including the priceless Shelley Collection and a beautiful Picture Gallery; the Clarendon Building and the comparatively recent Indian Institute. On the other side of Broad Street, usually known as “The Broad” (so “The High,” “The Turl,” “The Cornmarket”), are the Taylor Institution and the University Galleries of sculpture and painting, containing much that is valuable and beautiful. Here too is the home of the Ruskin Drawing School.

Between the Sheldonian and High Street is the Radcliffe Library, colloquially called, ‘The Camera,’ used as a Reading Room and modern section of the Bodleian Library. A very fine view is to be had from the gallery running round the base of its massive dome.

But there is nothing like a stroll up High Street from East to West for bringing home to the eye and the mind the peculiar distinctiveness and charm of Oxford. Starting from the old London coach entrance at Magdalen Bridge, with some populous suburbs at our backs, and still further off Cowley with its Military Depot and Royal Military College, we have a magnificent prospect, magnificently alluded to by Macaulay. The venerable pile of Magdalen with its graceful tower, scene of the singing of the Latin Hymn to the Holy Trinity on May morning at five o’clock—its unequalled cloisters, its grove well-stocked with deer, and its delectable water walks, especially that which takes its name from Addison—are on the right; to the left are the Botanic Gardens with a fine Italian gateway designed by Inigo Jones, and possessing a unique Library and several newly erected conservatories where all kinds of orchids and exotics find a home.

But not till we get past the new schools, as far up “The High” as Queen’s College, does

the consummate excellence of the view reveal itself to us. There is nothing of the kind elsewhere. Some of the continental cities have quaint and more picturesque pieces, and Princes St., Edinburgh "more striking blendings of art with nature." The Unter den Linden at Berlin, Regent St. and Piccadilly in London have charms of their own, but nothing equals this in point of stately beauty. On the right in the foreground is Queen's—so named in honour of Edward III.'s Queen Philippa—which boasts the largest organ in Oxford. Some curious customs are perpetuated here. Instead of a bell, the sound of a trumpet calls the members of the college to the daily dinner in Hall, and every Christmas Day the singing of a carol ushers in the Boar's Head. Tradition says that once upon a time a student of the college was diligently studying his Aristotle in Shotover Forest when he was attacked by a wild boar. With great presence of mind he got rid of his textbook and his assailant together, by cramming the former down the brute's throat, thus accomplishing a deliverance which is annually commemorated. But really the custom is an outcome of the connection of the college with the counties of Cumberland and Westmoreland, for whose students it was specially founded.

Almost opposite Queen's is the somewhat deceptively venerable University College, whose ancient appearance is due for more to the softness of its stone than to the actual age of the extant portions. Of this college the poet Shelley was a member, and within the walls may be seen Mr. Onslow Ford's memorial statue of the poet, the gift of Lady Shelley in 1893.

Then, on the right-hand side again, there is All Souls' College, boasting warden, fellows,

chaplains, but no undergraduates, save four 'Bible-clerks'—just the number for a whist party. The glory of All Souls is the superb reredos, in the college chapel. For two centuries from 1664 it lay concealed by lath and plaster, and when brought to light was seriously dilapidated, though fortunately sufficient traces of the original were left for the prosecution of the present singularly beautiful work.

Still on the right is the Church of St. Mary the Virgin, the University Church. Here the University sermons are preached every Sunday in term time, and the annual Bampton Lectures delivered. Within its walls Wyclif denounced the corruptions and abuses of his day; to its chancel Cranmer, Ridley, and Latimer were cited to defend their tenets.

But what more shall we say? The space would fail us to tell of Brasenose and Exeter; of Jesus and of Oriel; of Corpus, where regular provision was first made for the teaching of Greek and Latin; of Keble with its unparalleled chapel and its possession of Holman Hunt's picture "The Light of the World"; of New College, built in an angle of the old city wall, with its lovely gardens, its inspiring chapel with the famous Reynolds windows, and the reredos; of Balliol, distinguished no less in the schools than in the fields and on the river, redolent still with memories of its late Master, Benjamin Jowett, and ever adding to the long roll of eminent personages, chiefly Scotsmen, who have passed through it; of the gardens of Worcester and St. John's, which have been well likened unto huge country houses.

The modern spirit to which we referred at the beginning of this paper is well represented in Mansfield and Manchester Colleges, foundations established in recent years for

the free impartation of theological knowledge to men who have already graduated in Arts. The former is specially connected with the Congregational, the latter with the Unitarian denomination.

Women students find an abode in Oxford at Somerville College, and St. Mary's Hall, but neither of these perhaps, has as yet the éclat and the reputation attaching to Girton and Newnham at Cambridge.

Oxford is proverbially relaxing and it is not surprising that men long to get "down" as soon as term is over. The city lies right in the Thames valley and one has to go some considerable distance for an elevation worthy of the name. Headington Hill is fairly near at hand, Boar's Hill and Shotover are farther but amply repay the walk.

In the University Parks (so called because here Cromwell planted his *parks* of artillery when besieging Oxford), the city has, thanks to the University, a valuable acquisition. The grounds are spacious and tastefully laid out, extending right across to the Cherwell. Football and Cricket matches, both College and University, are played here. On the Western Edge of the Parks, opposite Keble, stands the University Museum with its accessories—the Chemical, Physical, and Physiological Laboratories, and at some little distance off, a well-equipped Observatory.

The "internal communication" as the geography books say, is good; a good tram-service supplemented recently by omnibuses, keeps the suburbs and the city in constant touch. As for intercourse with the outer world, London is distant 78 minutes, Birmingham about 90, while an hour's run brings the traveller to Bletchley on the great North-Western system.

Around Oxford the attractions are equally

strong. Abingdon is six miles away, Woodstock and Blenheim, eight; to launch into the subject of the river with Godstow, Iffley, Kennington Island, Nuneham and Islip, would be to embark on an interminable voyage. And so once more good-bye to Oxford, old and new, past and present, ancient and modern. Of the inner life of the place, presenting as it does the same curious yet attractive blending, we have not here written. Our purpose has been to give a description of this city of spires which shall awaken in the reader an interest, which he may strive some day to gratify, by himself journeying thither. He will have a right good welcome.

H. A. RAMASWAMI.

THE CULTIVATED MAN.*

The ideal of general cultivation has been one of the standards in education. It is the object of this paper to show that the idea of cultivation in the highly trained human being has undergone substantial changes during the nineteenth century.

I propose to use the term cultivated man in only its good sense—in Emerson's sense. In this paper he is not to be a weak, critical, fastidious creature, vain of a little exclusive information or of an uncommon knack in Latin verse or mathematical logic; he is to be a man of quick perceptions, broad sympathies and wide affinities, responsive but independent, self-reliant but deferential, loving truth and candour, but also moderation and proportion, courageous but gentle, not finished but perfecting.

There are two principal differences between the present ideal and that which prevailed at the beginning of the nineteenth century. The horizon of the human intellect has widened wonderfully during the past hundred years, and

* President's address, to the American National Union of Teachers, by CHARLES W. ELIOT, Harvard University.

the scientific method of inquiry has been the means of that widening. The most convinced exponents and advocates of humanism now recognize that science is the "paramount force of the modern as distinguished from the antique and the medieval spirit" (John Addington Symonds—Culture), and that "an interpretation of humanism with science and of science with humanism is the condition of the highest culture."

Emerson taught that the acquisition of some form of manual skill and the practice of some form of manual labour were essential elements of culture, and this idea has more and more become accepted in the systematic education of youth.

The idea of some sort of bodily excellence was, to be sure, not absent in the old conception of the cultivated man. The gentleman could ride well, dance gracefully, and fence with skill, but the modern conception of bodily skill as an element in cultivation is more comprehensive, and includes that habitual contact with the external world which Emerson deemed essential to real culture.

We have become convinced that some intimate, sympathetic acquaintance with the natural objects of the earth and sky adds greatly to the happiness of life, and that this acquaintance should be begun in childhood and be developed all through adolescence and maturity. A brook, a hedgerow, or a garden is an inexhaustible teacher of wonder, reverence, and love.

The scientists insist to-day on nature-study for children, but we teachers ought long ago to have learnt from the poets the value of this element in education. The idea of culture has always included a quick and wide sympathy with men; it should hereafter include sympathy with nature, and particularly with its living forms, a sympathy based on some accurate observation of nature.

We proceed to examine four elements of culture:—

(1) Character. The moral sense of the modern world makes character a more important element than it used to be in the ideal of a cultivated man. Now, character is formed, as Goethe said, in the

"stream of the world" not in stillness, or isolation, but in the quick moving tides of the busy world, the world of nature and the world of mankind. To the old idea of culture some knowledge of history was indispensable.

Now, history is a representation of the stream of the world, or of some little portion of that stream, 100, 500, 2,000 years ago. Acquaintance with some part of the present stream ought to be more formative of character and more instructive as regards external nature and the nature of man, than any partial survey of the stream that was flowing centuries ago.

The rising generation should think hard, and feel keenly, just where the men and women who constitute the actual human world are thinking and feeling most to-day. The panorama of to-day's events is an invaluable and a new means of developing good judgment, good feeling, and the passion for social service, or, in other words, of securing cultivation.

But some one will say the stream of the world is foul. True in part. The stream is what it has been, a mixture of foulness and purity, of meanness and majesty; but it has nourished individual virtue and race civilization. Literature and history are a similar mixture, and yet are the traditional means of culture. Are not the Greek tragedies means of culture? Yet they are full of incest, murder, and human sacrifices to lustful and revengeful gods.

(2) Language. A cultivated man should express himself by tongue or pen with some accuracy and elegance; therefore linguistic training has had great importance in the idea of cultivation. The conditions of the educated world have, however, changed so profoundly since the revival of learning in Italy that our inherited ideas concerning training in language and literature have required large modifications.

In the year 1400 it might have been said with truth that there was but one language of the scholars, the Latin, and but two great literatures, the Hebrew and the Greek. Since that time, however, other great literatures have arisen, the Italian, Spanish, French, German, and above all

the English, which has become incomparably the most extensive and various and the noblest of literatures.

Under these circumstances it is impossible to maintain that a knowledge of any particular literature is indispensable to culture. When we ask ourselves why a knowledge of literature seems indispensable to the ordinary idea of cultivation, we find no answer except this—that in literature are portrayed all human passions, desires, and aspirations, and that acquaintance with these human feelings and with the means of portraying them seems to us essential to culture. The linguistic and literary element in cultivation therefore abides, but has become vastly broader than formerly, so broad, indeed, that selection among its various fields is forced upon every educated youth.

(3) The store of knowledge. The next great element in cultivation to which I ask your attention is acquaintance with some parts of the store of knowledge which humanity in its progress from barbarism has acquired and laid up. This is the prodigious store of recorded, rationalized, and systematized discoveries, experiences and ideas—the store which we teachers try to pass on to the rising generation.

The capacity to assimilate this store and improve it in each successive generation is the distinction of the human race over other animals. It is too vast for any man to master, though he had a hundred lives instead of one; and its growth in the nineteenth century was greater than in all the thirty preceding centuries put together. In the eighteenth century a diligent student with strong memory and quick powers of apprehension need not have despaired of mastering a large fraction of this store of knowledge. Long before the end of the nineteenth century such a task had become impossible.

Culture, therefore, can no longer imply a knowledge of everything—not even a little knowledge of everything. It must be content with general knowledge of some things and a real mastery of some small portion of the human store. Here is

a profound modification of the idea of cultivation which the nineteenth century has brought about. What portion or portions of the infinite human store are most proper to the cultivated man? The answer must be—those which enable him, with his individual personal qualities, to deal best and sympathize best with nature and with other human beings.

It is here that the passion for service must fuse with the passion for knowledge. We have learned from our nineteenth century experience that there is no field of real knowledge which may not suddenly prove contributory in a high degree to human happiness and the progress of civilization, and therefore acceptable as a worthy element in the truest culture.

(4) Imagination. The only other element in cultivation which time will permit me to treat is the training of the constructive imagination. The imagination is the greatest of human powers, no matter in what field it works—in art or literature, in mechanical invention, in science, government, commerce, or religion, and the training of the imagination is, therefore, by far the most important part of education.

I use the term constructive imagination, because that implies the creation or building of a new thing. The sculptor, for example, imagines or conceives the perfect form of a child ten years of age; he has never seen such a thing, for a child perfect in form is never produced; he has seen in different children the elements of perfection, here one and there another. In his imagination he combines these elements of the perfect form, which he has only seen separated, and from this picture in his mind he carves the stone, and in the execution invariably loses his ideal—that is, falls short of it or fails to express it.

Constructive imagination is the great power of the poet, as well as of the artist, and the nineteenth century has convinced us that it is also the great power of the man of science, the investigator and the natural philosopher. The educated world needs to recognize the new varieties of constructive imagination.

Zola, in "La Bête Humaine," contrives that ten persons, all connected with the railroad from Paris to Havre, shall be either murderers or murdered, or, both, within eighteen months; and he adds two railroad slaughters criminally procured. The conditions of time and place are ingeniously imagined, and no detail is omitted which can heighten the effect of this homicidal fiction.

Contrast this kind of constructive imagination with the kind which conceived the great wells sunk in the solid rock below Niagara that contain the turbines that drive the dynamos, that generate the electric force that turns thousands of wheels, and lights thousands of lamps, over hundreds of square miles of adjoining territory; or with the kind which conceives the sending of human thoughts across 3,000 miles of stormy sea instantaneously on nothing more substantial than ethereal waves. There is going to be room in the hearts of twentieth century men for a high admiration of these kinds of imagination, as well as for that of the poet, artist, or dramatist.

It is one lesson of the nineteenth century, then, that in every field of human knowledge the constructive imagination finds play—in literature, in history, in theology, in anthropology, and in the whole field of physical and biological research.

That great century has taught us that, on the whole, the scientific imagination is quite as productive for human service as the literary or poetic imagination. The imagination of Darwin or Pasteur, for example, is as high and productive a form of imagination as that of Dante, of Goethe, or even Shakespeare, if we regard the human uses which result from the exercise of imaginative powers, and mean by human uses not meat and drink, clothes and shelter, but the satisfaction of mental and spiritual needs.

It results from this brief survey that the elements and means of cultivation are much more numerous than they used to be; so that it is not wise to say of any one acquisition or faculty—with it cultivation becomes possible, without it impossible.

The one acquisition may be immense, and yet cultivation may not have been attained. We have met artists who were rude and uncouth, yet possessed a high degree of technical skill and strong powers of imagination. We have seen philanthropists and statesmen whose minds have played on great causes and great affairs, and yet who lacked an accurate use of their mother tongue, and had no historical perspective or background of historical knowledge. We must not expect systematic education to produce multitudes of highly cultivated and symmetrically developed persons; the multitudinous product will always be imperfect, just as there are no perfect trees, animals, flowers, or crystals.

Let us as teachers accept no single element or variety of culture as the one essential; let us remember that the best fruits of real culture are an open mind, broad sympathies, and respect for all these diverse achievements of the human intellect at whatever stage of development they may be to-day—be that stage a fresh discovery, or bold exploration, or complete conquest. The moral elements of the new education are so strong that the new forms of culture are likely to prove themselves quite as productive of morality, high-mindedness, and idealism as the old.

INDIAN PHILOSOPHY AND CAMBRIDGE UNIVERSITY.

There seems to exist a good deal of misapprehension in this country in regard to the exact character of the recent movement started in Cambridge for the study of Hindu Philosophy. Reuter, who is often mystifying, is primarily responsible for this misapprehension, for from the wording of the telegraphic message simple people at once took it to mean that a chair of Hindu Philosophy had already been established at Cambridge, and that Swamy Upadhyaya had been entrusted by the University with the duty of securing a qualified man from India for the purpose. This interpretation was preposter-

ous on the face of it, for the University would never depute a private individual, however worthy he might be, to select a professor for one of its chairs. The fact is that no chair has been established, nor is it in the contemplation of anybody to establish any chair. Public interest in England is not as yet sufficiently keen in regard to the study of Hindu thought to raise the necessary funds for such an endowment. Nor, so far, has any lectureship been sanctioned by the University; indeed the proposal has not yet formally come before the authorities. All that has been done is that an influential Committee has been formed, which has undertaken to get the necessary sanction from the Senate for a Lectureship in Hindu Philosophy, should both the man, and the money necessary for his three years' residence in England, be found from India. Swamy Upadhyaya has come back to India to try and find these.

Swamy Upadhyaya is a Bengalee gentleman, a high caste Brahmin by birth, who gradually drifted in early youth from Brahminism to Brahmoism, was closely associated with the party of Keshub Chunder Sen and Pratap Chunder Mozoomdar, and, finding the rational basis of natural theism too weak to support religious authority, he left Brahmoism for Christianity, was baptised into the Protestant communion, and finally found refuge in the Roman Catholic Church. For many years past he has been living the life of what may be called a Roman Catholic *sannyasin*, observing the rules of a Hindu monkish order. He is a nephew of Babu Kali Charan Banurji, the respected leader of the Bengalee Christian community in Calcutta, and possesses in no small measure the keen intellectual perceptions and the logical acumen of his uncle. After joining the Roman Church Upadhyaya Brahma Bandav,—for that is the name he took on taking the orders of the *sannyasin*,—lived for many years in Hyderabad and Karachi, doing a kind of propagandist work, mainly through a periodical—*The Sophia*—which he con-

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ducted with considerable ability for some time. Later on he came to Calcutta, and two years ago started a sprightly but short-lived monthly—*The Twentieth Century*.

Upadhyaya Brahma Bandav's idea, it seemed, from the very beginning of his life in the Catholic communion, was to engraft the Romish religion on the ancient spiritual disciplines of the Hindus, and to establish an order of Hindu *sannyasin* within the Roman Church. Gradually, however, his vision broadened, and he recognised in the abstract Universalism—the *Nirguna Brahmanavada*—of the philosophy of the Samkara-Vedanta School, a basis for that natural theism which has been recognised openly by the Roman Fathers to have existed in every land, as the result of the direct intuitions of the human mind and without being supernaturally revealed by the Scriptures. Agnosticism finds a ready philosophical basis for supernaturalism. There is, just a suspicion of agnosticism in certain popular interpretations of the Vedanta philosophy, and Upadhyaya Brahma Bandav, by emphasising the supreme and absolute transcendence of the Divine, somehow seemed to secure a philosophical basis in Hindu thought for the supernaturalism of the Roman Church. In the Hindu social order of caste, also, as well as in that of Hindu monasticism, he seems to have found a strong support for the strict disciplines of the Romish communion. But this close alliance with Hinduism which he sought to establish through his writings, as well as the orthodox Hindu style of life that he adopted, created suspicion in the minds of some of the Catholic clergy in India, and on their representation his writings were included in the list of works that Romanists are prohibited from reading.

It was about a year ago that Upadhyaya Brahma Bandav went to England. The object of his visit was not very clearly understood at that time, though his friends declared that he went with an educational mission to the British people. Very little was known in this country of his move-

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ments in England until he appeared as the principal speaker at one of Mr. Stead's Friday Afternoons at Mowbray House, when the subject of his talk was Hindu Philosophy. It seems now that, though he did not much appear before the public, he worked hard in private to achieve the object which he evidently had in view, namely, to interest the people there in the study of the higher thought and civilisation of India.

His first visit upon his arrival in England was, we believe, to Oxford. Oxford, though thawing a little during recent years, mainly through the influence of the late Professor Max Muller, is still the more rigidly orthodox of the two principal British Universities, and Upadhyaya Brahma Bandav met with but little encouragement there. From Oxford he went to Cambridge, with a very kindly introduction from Dr. Stout, who has just been appointed to a chair in St. Andrews University, to Dr. M'Taggart of Trinity College. Dr. M'Taggart is the ablest exponent of the Hegelian philosophy in Cambridge and is widely known as the author of studies in Hegelian dialectics. There is some slight affinity also between the Hegelian and the Hindu system, especially of the Vedanta. He was naturally interested, therefore, in this Hindu exponent of Indian thought and it was mainly through his influence that a series of three lectures—on Hindu Metaphysics, Ethics, and Devotion—was organised in Cambridge. These lectures were delivered by the Swamy in Trinity Hall, Dr. M'Taggart presiding. In spite of the gaieties of the season—Easter is the gay term in the University—the lectures were very well attended, and as a result of the interest created by them, in the study of Hindu thought, a committee was formed to get a proposal for the institution of a Lectureship in Hindu philosophy—for three years at first, as an experimental measure—sanctioned by the Senate of the University.

This committee includes some of the leading men interested in Oriental and philosophical studies in Cambridge. Dr. M'Taggart is its leading

spirit; and with him are Professors James Ward, Sorley, Bendall,—Professor Cowell's successor—Dr. Peele, Master of Christ's College and a great lover of Oriental wisdom, and Mr. Lowes Dickenson, the author of that remarkable booklet "The Letters of John Chinaman." This committee has been formed at the instance of Upadhyaya Brahma Bandav, and it is on behalf practically, of this committee, that he has returned to India to raise funds and secure nominations for the lectureship. The selection will have to be confined to Hindus, since it is a condition, accepted by the Committee at the Upadhyaya's suggestion, that the lecturer must belong to the Hindu nationality. The nomination of the lecturer will, of course, rest ultimately with the Cambridge Committee, while his formal appointment will rest, as a matter of course, with the University, after the sanction of the Senate has been received for the institution of the Lectureship. This is where the matter seems to stand now.—*The Statesman*.

THE UNIVERSITIES OF ANCIENT GREECE AND ROME.

THE structures and constitutions of our "older Universities" of Oxford and Cambridge were, as has been demonstrated by Dr. Rashdall and other authorities, gradually developed from the episcopal schools which, throughout Christendom, carried on to some extent the learning of the old schools of the Roman Empire. But there is another side to the University question which is well worth study, and that is there is and subsequent decay of the old pre-Christian Universities.

In order to rightly understand the educational organisations of the middle ages a glance must be had at Athens, to which city really belongs the glory of what may not unfitly be termed the University Idea. There is nothing new under the sun, as we are informed with wearisome iteration, and, as Cardinal Newman suggests in

his *Historical Sketches*, Athens, it was that first put into practice the system now known as "University Extension." Athens may indeed be called the educational preacher and missionary of the world, sending out her gospel of letters to the four corners of the globe. At first the Ionian and Aeolian colonies of Asia Minor were the chief scene of the labours of University Extension, but the system spread—almost as fast as it spread a few years ago in its exuberant rejuvenescence—till it wrapped in its toils Magna Graecia, Sicily, Italy, and even surpassed itself by conveying to the "barbarous" non-Grecian worlds of Gaul and Africa the benefits of Hellenic culture. No trader ever showed more "commercial enterprise and adventure in seeking marts for his wares than did old Athens in its effort to educate the whole habitable globe." To quote a reviewer of Dr. Rashdall's *Universities of Europe in the Middle Ages*, "The whole of Asia Minor and Syria resounded with her literature and philosophy. Her great tragedies were quoted even by the barbarians of Parthia, so universal became the mastery of Greek art and Greek thought."

But the University organisation of Athens, as we understand it now-a-days, was of the laxest, so that this intellectual propaganda was of a voluntary and private kind rather than public and institutional. There were no endowments in Athens, private or public. Endowments—as far as we yet know—began at Rome in the time of Augustus, when the Greek with his æsthetic and artistic ideas met the Roman with his clear-headed business methods. The first State endowment dates from the time of Marcus Aurelius (161-182 A.D.). In those days there were three Chairs—the School of Rhetoric, the School of Politics, the School of Philosophy, of which Rhetoric was by far the most important. This Chair had a professor who was State-endowed for life with the sum of about £300 per annum, but the chief support of all these Professors was the fees of the pupils. Alexandria, too, under the Ptolemies, became second to Athens alone as centre of Greek

learning. Here the number of Chairs was multiplied, and matters were put on a more practical and commercial basis. Athens was the Oxford of the ancient world. It was a place where the gentleman sent his son to be educated and to learn the eternal fitness of things. At Alexandria, on the other hand, men "meant business." There the students were taught law, medicine, mathematics, and astronomy, with other subjects of a professional nature. At Rome as we mentioned above, Greek met Roman and fraternised in "Extensionising"—or, as some folk facetiously say at Cambridge, "stretching." The University of Rome (*nomen mirabile!*) was probably founded by Quintilian in 118 A.D. Here were Chairs of Grammar, Rhetoric, and Law, both of the Greek and Roman varieties. Libraries, too, the indispensable adjunct of a University, were wanting at none of the centres we have mentioned.

"And whither," says the reader, perhaps, "did all these things vanish? When and why did they fail, and come to such utter disruption?" Well the only answer that the serious student of their history can give, is that they lacked moral earnestness. "Education is but a means to an end." "History has repeatedly shown that no University system has stability without some earnest moral and religious purpose." And this these ancient Universities had not. They were unfortunate in flourishing at a period of intense religious commotion. The ancient gods had lost their control of men's minds, and were beginning to form a *ludibrium* for the philosophers. The Christian religion, which was just finding a foothold among the ruins of ancient beliefs, introduced new ideas into the life of humanity which were fatal to the old philosophies. Not that Christianity was the only cause of their downfall. It certainly was not the obvious cause, but, as certainly—the fact is daily becoming more evident—it was a potent, and, perhaps the chief, factor in their ruin.

The Romano-Hellenic schools and Universities lasted for at least four centuries after the commencement of our present era, both in Italy and Gaul. Spite of the fact that these Universities

were looked on with much suspicion by the young Church, they yet furnished her chief defenders as well as her chief enemies. Tertullian and St. Augustine of Hippo were both educated in these schools, and advocated the wisdom of allowing Christians to attend them. For a time the fate of these institutions hung in the balance. But, eventually, that lack of organisation which was at once their glory and the mainstay of their virility proved its own ruin, and these old-world homes of learning fell into decay before the growth of the episcopal schools from which the mediæval university was to develop.—*The University Correspondent.*

ANCIENT ALPHABETS.

AN INTERESTING LECTURE.

At a recent Meeting of the Calcutta University Institute, Professor Satis Chandra Acharjya Vidyabhusana, of the Presidency College, delivered an interesting lecture on the origin and development of alphabets. We extract the following passages:—

THE CRADLE OF THE ALPHABET.

It is by no means an easy affair to ascertain the original home of the art of writing. Some scholars maintain that the Phœnicians invented the art, while others assert that the island of Crete, in the Mediterranean Sea, was the original seat of alphabets. Some again assign the credit of invention of the art to the Babylonians. But very strong indeed are the arguments of those who hold that the Egyptians were the originators of the alphabet. The tradition of the ancient world declared that the Phœnicians, who carried the art of writing into Greece, originally derived it from Egypt. Eusebius, Plato, Diodorus Siculus, Plutarch, Tacitus, and others, have unanimously held that the ultimate origin of letters must be sought in Egypt. The primitive Egyptian race was an unwarlike people, short in stature, regu-

lar in features, and almost European in physical type. This primeval nation enjoyed the inheritance of a peaceful civilisation of untold antiquity, living under the protection of mild laws, and sanctions of a religion of astonishing purity and beneficence. We find them in full possession of their marvellous hieroglyphic writing in the remotest antiquity; and their early Empire, whose seat was at Memphis, has left us the Pyramids as the imperishable monuments of its magnificence. The peaceful civilisation of Egypt had endured for more than 2,000 years when the country was suddenly shattered by the intrusion of a horde of fierce conquerors from the eastern deserts. These intruders belonged to the Semitic race of Western Asia. They established at Avaris, in the eastern Delta, the seat of an Empire which lasted for five or six centuries. The Semitic occupation of Egypt lasted from circa 2300 B.C. to 1700 B.C. On an examination of the various chronological conditions, it is concluded, that the alphabetic system was brought into Western Asia by the Semitic races during their domination in Egypt about 2,000 B.C. The channel of transmission of the alphabet was through the shepherd tribes of the Syrian desert, who ranged eastward as far as the Euphrates, and on the north beyond Damascus, and through them it was communicated on the one hand to Phœnicia, and to Nineveh on the other. A good deal may, however, be said in favour of the opinion that it was by means of the Phœnician colony in the Delta that alphabet was propagated over Western Asia. From the Phœnicians, it might have passed to the Hebrews and from them to Moab and Edom. Thus we see that Africa (Egypt) was the birthplace of the alphabet, which was carried by the Semites into Asia. "To whatever nation," says Dr. Taylor, "the glory of the invention of the alphabet may be due, this at least is clear—it must be to some Semitic people that the world owes this priceless possession." The alphabet was greatly developed by the Semites, but it was reserved for the Ar-

yans to perfect it. The crude alphabet invented in Egypt did not possess distinct vowel notations. It was after a long time that the Semites succeeded in devising those signs in a somewhat clumsy way. This final stage in the development of the alphabet has been effected on a better method by the Aryan races.

ORIGIN OF THE INDIAN ALPHABET.

There are three possible Semitic sources, from which the Asoka alphabet (the oldest of all Indian Scripts) might have been obtained. India, prior to the 3rd century B.C., had been in commercial or political connection with Phœnicia, Babylonia and Arabia: from any one of these regions, the art of alphabetic writing might have been transmitted. (1) Benfey conjectures that it came direct from the Phœnicians. The trade of the Phœnicians with India began in the time of Solomon (1,000 B.C.) and ceased as early as 800 B.C. The alphabet was probably communicated to India at this period. (2) Dr. Burnell traces the Asoka alphabet to a Babylonian or Persian source. The Iranian (Persian) alphabet that reached India through Afghanistan constituted the Indo-Bactrian alphabet of the Shahbarzgarhi and Mansera inscriptions of Asoka. The Indo-Pali or Indian alphabet of the other inscriptions of Asoka was derived from the Iranian alphabet that came by sea through the Persian Gulf. For the introduction of the Persian alphabet into India a probable date and occasion can be assigned. In the year 500 B.C., the Persians under Darius conquered the greater portion of the Punjab, and Herodotus asserts that India (the Indus valley?) was formed into the 20th Satrapy of the Persian Empire. In the Persepolis inscription, we find that India constituted the 21st and 13th of the Persian Provinces. The naturalisation of the Persian alphabet in India must, therefore, be connected with the conquests of India by the Persians in the 6th century B.C. (3) Professor Weber and Dr. Taylor consider that the Indian alphabet came from Yemen or Arabic

Felix. The 'Indo-Bactrian alphabet of Asoka is said to have come by land through the Khyber Pass, while the other alphabet must have come by sea. The trade between Egypt and Yemen began as early as 2,300 B.C., and that between Yemen and India was established not later than 1,000 B.C. Dr. Taylor, who has discussed the question more fully than most other scholars, has come to the conclusion that the Indian alphabet arose out of the Sabeen alphabet (of Arabia Felix) that was introduced into India in the 6th century B.C. As to the age of the Indian alphabet, scholars have differed very greatly. The lowest limit of the age assigned to the Indian alphabet, is 400 B.C., and the highest is 900 B.C.

MAHOMEDAN EDUCATION.

THE CONFERENCE AT POONA.

The third annual gathering of the Bombay Presidency Mahomedan Educational Conference was held at Poona on the 28th August. About 300 delegates from different parts of the country attended. A number of visitors were also present, including the Hon'ble Mr. E. M. Fulton, the Right Rev. Dr. MacArthur (Bishop of Bombay), Sir Jamsetjee Jeejeebhoy, the Hon'ble Mr. Cappel, Mr. E. Giles, Mr. Sladen, Mr. Carmichael, Professor Fraser, Professor O. V. Muller, the Hon'ble Mr. G. K. Gokhale, Sardar Dastur Hoshang Jamsap, the Nawab of Baroda, the Chief of Mangrore, Nawabzadas of Laharu, and Kumar Shri of Dharampur.

Maulvie Shaikh Allibhoy Hamdani, High Priest of the Borahs of the Deccan, having welcomed the delegates to the Conference, Nawab Mohsin-ul-Mulk was called to the chair.

THE ANNUAL REPORT.

Nawabzada Nasrulla Khan, General Secretary, read the Report of the Conference for the year 1902-03. It gave the history of the movement

since its foundation in the year 1901, and of the work done by the Mahomedan Union. From the Funds raised by the Union 22 boys belonging to the Surat District had received scholarships. The rupee scheme set on foot last year had realised a sum of Rs. 10,363. The Nawabzada stated that during the past week several further donations had been received, including Rs. 2,000 from H.H. the Nawab of Junagadh; Rs. 1,000 from Shaik Mahomed Bahudinbhai, Vazir of Junagadh; Rs. 500 from the High Priest of the Borahs at Surat; and Rs. 100 from the Hon'ble Mr. Cappel, Commissioner of the Northern Division.

At the conclusion of the reading of the Report the Nawabzada expressed his regret that His Excellency Lord Northcote had not been able to grace the Meeting with his presence.

THE CHAIRMAN'S ADDRESS.

The President then addressed the Meeting in Urdu at some length. He characterised the educational condition of the Mahomedan community as resembling that of a sick man, who could not be cured by one single prescription, but who required constant and careful watch from an experienced physician. He drew a comparison between the Parsees and the Mahomedans, and maintained that if the latter were as public spirited and philanthropic as the former, they would be able to hold their own in the race for social and political advancement. There were men amongst the Mahomedans as rich as Mr. Tata, and as charitable as the first Sir Jamsetjee, but their wealth was devoted to charitable purposes which did not raise the intellectual and political status of their co-religionists. He considered it a deplorable fact that in the Bombay Presidency there was not a single Mahomedan College such as the one they had at Aligarh.

SPEECH BY MR. E. GILES.

Mr. E. Giles, Director of Public Instruction, said the President had spoken of the illness of the community and the necessity of a doctor. He

gathered that the President intended to convey that in certain respects the Mahomedan community was not in the state of health it ought to be in. He did not wish to pose as a doctor, but he had a certain amount of experience in education. He had watched for many years the very sad fact that the Mahomedan community did not take its share in the administration of this Presidency, and if he was asked why that malady existed he should diagnose the reason as "disqualification." The Government had laid down certain rules as to the servants that they would employ in the various departments of the State. As they were all aware, one of those rules was that those who were graduated and had taken their degrees were qualified for Government service in all departments. When they looked round and asked how many Mahomedan graduates there were in the Presidency, he was sorry to have to reply that they could be counted on one's fingers. On examining the figures for the past five years he found that in the year 1896-97 the number of Mahomedans who graduated in Arts and professional colleges of this Presidency was only five. It rose to 25 in 1902. During the same period of five years the number of Mahomedan students attending secondary schools in the Presidency had increased from 1,945 to 2,940. He congratulated them on that increase, but at the same time he thought they would admit that even the number of 25 graduates was very small in comparison with the number of graduates of the other communities. If the local committees did their work thoroughly there would be a great improvement in the educational status of Mahomedans in the next 15 years. He did not think it was wise to set before themselves the idea of establishing a Mahomedan College entirely for the benefit of the Mahomedans in this Presidency. The Government and aided agencies had at very great expense placed the means of education within the reach of all. There was not a place of importance in this Presidency where there was not a good school, and there were no

centres for Arts Colleges to which access was not very readily obtainable. They could not expect without vast expenditure to establish a separate College for Mahomedans with a staff of European professors. What they had to do was to bring their boys up in a far greater number than at present in secondary and higher education in this Presidency.

RESOLUTIONS.

The following two Resolutions were then passed: (1) "That every Jamat and influential body amongst the Mahomedans should spare no pains to encourage education amongst all the classes of the community, as the prosperity of a nation depends on the educated classes; and (2) that the Conference expresses great regret at the non-existence of literary societies, and it deems it desirable to recommend to the existing Anjuman to encourage members to deliver lectures from time to time on social, moral, and educational topics, side by side with stimulating education amongst the Mahomedans."

The Conference then adjourned.

THE SECOND DAY'S PROCEEDINGS.

The Conference held its second sitting the following afternoon, when Nawab Mohsin-ul-Mulk presided. H. H. the Maharajah of Kolhapur and H. H. the Aga Khan were present at the Meeting.

The first Resolution, moved by Munshi Mahomed Hussen Mekba, was to the effect that advantage should be taken by Mahomedans of the existing technical institutions, established by educational boards throughout the Presidency.

Professor Sirajuddin moved the Resolution, which was as follows: "That this Conference feels deep regret at the enormous decline in the number of Moslem students in secondary institutions, and it deems it its duty to entreat Government to appoint English teachers in large Urdu vernacular schools to help the students through their middle class course." He said Mahomedan boys of the Deccan, who attended the secondary

institutions, found it difficult to prosecute their studies owing to the language used in those schools for imparting instruction being Marathi.

Moulvie Hussen Ahmed seconded the Resolution.

Nawabzada Nasurulla Khan, in supporting the Resolution, said he had resolved to devote the whole of the ensuing year to collecting funds for his rupee scheme. He would visit every District in the Presidency for that purpose and open two schools next year in that District which was in urgent need of them. If he failed to collect an amount sufficient to carry out that idea, he was determined to open a school for Mahomedan boys at his own expense.

The Resolution was then passed, and it was further resolved to support the working of the rupee scheme, and to exhort Mahomedans to retrench the expenses incurred on their marriage and funeral ceremonies.

FINAL SITTING.

The Conference held its last sitting on Monday, August 31st:—

PROFESSOR MULLER.

Professor Muller addressed the Meeting on "The Position of the Mahomedans in the British Empire." He said while he was studying at Cambridge some of his best friends were Mahomedan students from India and among them was his friend Nawabzada Nasrullakhan. Most of those Mahomedan students spoke to him with feelings of patriotism about the Aligarh College, and he felt a great desire to come into contact with Mahomedan youths. But when he first came out to India, twelve years ago as a professor of the Elphinstone College, he was sorely disappointed to find that out of about 300 students in the College about a dozen only were Mahomedans, although Mahomedans formed a very large part of the population of not only the city and the Presidency of Bombay, but also of the British Empire. He thought that state of things should be remedied, and was glad to see

that the Conference was endeavouring to bring about a better state of things. It gave him great pleasure to take part in the Conference, and he thought he could not do better than explain to those present the position which the Mahomedan community occupied in the British Empire. With that object in view he would place before them some figures as to the extent of the British Empire in the different parts of the world and the number of Mahomedans living under British rule. The total area of the British Empire was 13,000,000 square miles with a population of 450,000,000. Of this the different parts of the Empire had an area and Mahomedan population as follows: British India 1,800,300 square miles and Mahomedan population 62,560,000; Nigeria, 500,000 square miles, and population 25,000,000; British East Africa and Zanzibar 434,000 square miles, and population 4,250,000; Somaliland, Aden and Socota, 91,500 square miles, and population 250,000; and the Soudan, 1,000,000 square miles, and population 7,000,000. Thus the parts of the British Empire inhabited by the Mahomedans were in area 3,825,800 square miles, and had a total Mahomedan population of 99,000,000. To this if they added Egypt, which though under the Khedive, was practically ruled by the British, the total area would come to 4,225,800 square miles, and the Mahomedan population to 108,000,000. On the other hand, the Sultan of Turkey had under his sway an area of 1,145,500 square miles and a Mahomedan population of 15,500,000. They would thus see that the Mahomedans inside the British Empire were very nearly a quarter of the total population of the Empire and occupied about one-third of its territories. Having regard to that fact, the Mahomedan community of India must realise what position they ought to occupy in the Empire if educated and civilised in proportion to their numbers. In the old days empires were very often founded and bound by some religion, and that was the case with the Mahomedan empire. But that element was now disappearing and em-

pires were now held by a community of interests, sometimes by a community of language, and sometimes by loyalty to the Royal Throne. The 108 million Mahomedans inside the British Empire, ruled as they were by a community of interests, should try and work out their future and increase their prosperity. He maintained that the British Empire was the greatest empire of the Mahomedans in the world, and they ought, therefore, to try to reach that position which their numbers gave them a claim to. He could not help feeling that if Indian Mahomedans were educated as they ought to be, great opportunities lay before them to improve their social, commercial and political condition. He thought they had before them opportunities of enterprise in those parts of the empire which were inhabited by large Mahomedan populations and where civilisation was either unknown or prevailed to a very limited extent. In concluding his remarks the speaker urged the Mahomedans of India, and particularly of the Bombay Presidency, to adopt primary and higher education, as that was the only means by which they could attain their proper position in the British Empire financially, socially, and politically.

On the motion of Nawabzada Nasrulla Khan, seconded by Mr. K. R. Nanjiani, a vote of thanks was recorded to Mr. Muller for addressing the Meeting.

RESOLUTIONS.

The business of the day was then proceeded with. Resolutions were passed calling upon the Mahomedans to ameliorate the condition of the 'Ulmas' of Islam, who had been hitherto neglected; advocating female education as a means of regenerating the Mahomedan community; and affirming the importance of physical training. The last Resolution ran as follows: "That this Conference concurs with the Calcutta and the other Mahomedan Educational Conferences in the opinion that it is highly desirable to establish a Mahomedan University to impart higher edu-

cation with Arabic, Persian, and other classical languages; that endeavours be made in that direction; and that if the scheme is found feasible it be open to all nationalities."

Among the speakers on the Resolution regarding female education were Mrs. Sorabji, Miss Sousie Sorabji, and Miss Chubb, Headmistress of the St. Monica Girls' School, Ahmednagar.

Miss Sorabji depicted, in eloquent terms, the deplorable condition of Mahomedan women, and urged that the only hope of regeneration of the Mahomedan community lay in giving western education to its women.

Miss Chubb suggested that home classes should be started under the auspices of the National Indian Association in different towns of the Presidency for the benefit of Mahomedan ladies. She also suggested that committees of ladies be appointed for different towns to organise meetings of Mahomedan ladies, once or twice a week, and by that means create and increase interest among them in female education. She contended that Mahomedan girls should also have the advantage of a rupee scheme inaugurated by the Conference, and suggested that a meeting of Mahomedan ladies should be called to discuss the question of female education.

It was announced that Mr. Adamji Pirbhoy had subscribed Rs. 501 and Mr. Ibrahim Nurudin Rs. 401 to the rupee fund.

After the usual votes of thanks had been passed to the President and members of the various Committees and the delegates, the Conference was dissolved.

THE UNIVERSITY OF MADRAS—ANNUAL REPORT AND ANNUAL MEETING.

The following paragraphs are from the Syndicate's Annual Report, covering the period from the 1st August, 1902, to the 31st July, 1903:—

The Syndicate reports with regret the death of the following Fellows during the year:—Dewan Bahadur V. Jagannadha Rau Pantulu, C. R. Pattabhirama Aiyar, Sir Muhammad Munawar Khan Bahadur, Prince of Arcot, and Maharajah Sir G. N. Gajapati Rau, K.C.I.E.

An invitation was received from the President, Fifth International Congress of Applied Chemistry, Berlin, to appoint delegates to represent the University of Madras at the Congress, and Dr. A. G. Bourne was requested to represent the University.

In connection with the celebrations in India on the 1st January, 1903, to commemorate the Coronation of His Majesty the King, Emperor of India, the Senate House was decorated and illuminated at a cost of about Rs. 470.

In a reference made by Government in December, it was suggested that all charges connected with the upkeep of the gardens round the Senate House should properly be borne by the University and the Syndicate was asked to state if it had any objection to the payment of those charges. In its reply, the Syndicate represented to Government that, as the gardens form part of a public park, the University ought not to bear the whole expense of maintaining grounds which it does not control, but the Syndicate expressed its willingness to arrange for making a contribution of Rs. 250 *per annum* towards the expense. The Government has agreed to this arrangement.

THE SENATE.

There were 13 meetings of the Senate during the year. In by-law 99 the words "except the Registrar" were deleted in view of its being brought into conformity with by-law 110. The changes proposed in by-law 154, relating to the curriculum for the B.A. degree examination in Branch V, History, were approved by His Excellency the Governor in Council. The Government having

called for the opinion of the University in regard to the recommendations contained in the Report of the Universities Commission and also with respect to the observations thereon by the Government of India in its circular letter, dated 24th October, 1902, the Senate, at its meetings held on the 28th January, 1903, 11th February, 1903, 12th March, 1903, and 4th April, 1903, adopted Resolutions on several of the important questions raised. These Resolutions were forwarded to the Director of Public Instruction for submission to Government.

The Rev. Dr. William Miller having resigned his office of Additional Member of Council, Mr. J. B. Bilderbeck was recommended as a fit person to be nominated by His Excellency the Governor to fill the vacancy; and His Excellency was pleased to nominate him as an Additional Member of the Council for making Laws and Regulations.

During the year the following endowments were accepted:—

An endowment of Rs. 2,000 from Dr. S. Pulney Andy for the purpose of founding a medal, entitled "the Pulney Andy Medal," to be awarded to the candidate who shall pass the M.A. degree examination with the highest marks in Branch III-A, Botany; or, if there be no such candidate, to the candidate who shall obtain the highest number of marks in Botany in the Science Division of the B.A. degree examination, provided that he qualifies for the degree:

An endowment of Rs. 7,000 from the Committee of the Bowen Memorial Fund, Bangalore, for the purpose of instituting a monthly scholarship, entitled "the Bowen Memorial Scholarship," which shall be tenable for three years at the Madras College of Engineering and be awarded to such graduates in Arts of the Madras University as may be certified to have studied for a period of not less than three years in any of the High Schools or Colleges of the Mysore State and do not hold a Mysore Government scholarship.

An endowment of Rs. 2,000 from the Bysani Madhava Chetty Charities for the purpose of

annually awarding a medal entitled "the Bysani Madhava Chetty Gold Medal" to the candidate from the Presidency College or from Pachaiyappa's College who, among the candidates from these Colleges, shall obtain the highest number of marks in Sanskrit in the Second Language Division of the B.A. degree examination, provided that he qualifies for his degree.

At the last Annual Meeting of the Senate, the terms of award of the Jubilee Medal and the Maharajah of Travancore and the Rajah of Cochin Scholarships were slightly modified.

FACULTIES.

There were five Meetings of the Faculty of Arts. Three of these were held to elect members of the Syndicate:—one in August, 1902, to elect a syndic in place of the Rev. W. Skinner, resigned, the second in March, 1903, to elect a syndic in place of the Rev. G. Pittendrigh, resigned, and the third on 6th May, 1903, to elect a syndic in place of Mr. E. Marsden, resigned. Another meeting was held on the 11th May, 1903, to declare the results of the ballot taken at the meeting on the 6th May; and a meeting was held in November, 1902, to consider the suggestions of the Board of Studies in History with regard to the "curricula for the First Examination in Arts and the B.A. degree examination in Branch V, History.

A meeting of the Faculty of Medicine was held in November, 1902, to elect a syndic in place of Colonel W. R. Browne, resigned.

SYNDICATE.

There were fourteen meetings of the Syndicate. The following changes were made in the constitution of the Syndicate elected at the Annual Meeting of the Senate in 1902:—The Rev. G. Pittendrigh, a syndic in Arts, having resigned, the Rev. J. M. Russell was elected in his place; the Rev. Canon Sell was elected a syndic in Arts in place of Mr. E. Marsden resigned, and Lt.-Col. J. Maitland was elected a syndic in Medicine in place of Colonel W. R. Browne, resigned.

MISCELLANEOUS.

With reference to by-law 107 the several Boards of Studies were revised during the year.

The following gentlemen were appointed members of the Victoria Hostel Committee in accordance with G.O., No. 471, Educational, dated the 26th June, 1894:—

Presidency College—Mr. J. B. Bilderbeck.

College of Engineering—Mr. B. Hanumantha Rau.

Medical College—Colonel W. R. Browne, I.M.S.

Law College—Mr. R. A. Nelson.

Madras Christian College—Rev. G. Pittendrigh.

Pachaiyappa's College—Mr. P. Rajaratna Mudaliar.

General Public—Mr. M. Viraraghava Chariyar.

Board of Revenue—The Hon'ble Mr. H. A. Sim, C.I.E.

The following gentlemen were appointed editors of vernacular text-books for the Matriculation examination of 1904:—

Tamil—Mr. J. M. Velu Pillai Avergal.

Telugu—Rao Bahadur K. Viresalingam Pantulu.

Kanarese—Mr. S. Mangesha Rau Avergal, B.A.

Malayalam—Mr. M. Krishnan Avergal, B.A., B.L.

Sanskrit—Mr. M. Krishna Sastriar Avergal.

The Syndicate regrets to have to report that it was necessary to punish 20 candidates for the Matriculation examination, 11 for the B.A. degree examination, and 1 for the F.A. examination on account of malpractices in connection with the examinations for which they appeared. In the majority of cases, the offence consisted in the making of false statements as to age. These candidates were debarred from appearing again for examination for varying periods.

ACCOUNTS.

The accounts of the University for the year 1901-1902 were audited by the Accountant-General, and his report is published as an appendix to this report.

The receipts during the year ended 31st March, 1903, amounted to Rs. 2,42,444-4-5, and the payments to Rs. 1,98,741-1-8, thus leaving a balance of Rs. 43,703-2-9, to the credit of the University on the transactions of the year. As, however, the balance by which the assets exceeded the liabilities

on the 31st March, 1902, was Rs. 4,05,143-9-5 and the similar balance on the 31st March, 1903, was Rs. 4,36,548-11-0, the actual profit for the year was Rs. 31,405-1-7. Government promissory notes to the nominal value of Rs. 11,100 were purchased during the year at a cost of Rs. 10,904-4-1.

The cash balance to the credit of the University on the 31st March, 1903, was Rs. 1,08,729-11-3.

AFFILIATED INSTITUTIONS.

The Maharani's College, Mysore, and the Sacred Heart College ("Convent of the Good Shepherd") Bangalore, were affiliated to the University during the year as Second-Grade Colleges.

THE ANNUAL MEETING.

The Annual Meeting of the Senate of the Madras University was held at the Senate House on Saturday, August 29th, when there was an attendance of 53 Fellows.

The Registrar read a letter received from the Rev. Dr. Miller, the Vice-Chancellor, intimating his inability on account of his health to attend and preside over the meeting.

On the motion of Sir V. Bhashyam Iyengar, seconded by Mr. M. O. Parthasarathy Iyengar, the Hon'ble Mr. Justice Benson was voted to the Chair.

EXEMPTION CERTIFICATES.

The first item on the agenda paper was the Syndicate's Report that it had granted exemption from the production of the certificates of attendance required for admission to the B.E. Degree Examination in the case of five candidates.

CONSTITUTION OF FACULTIES.

Dewan Bahadur N. Subramaniam moved the adoption of the recommendation of the Syndicate that, for the present year, the several Faculties be constituted as in 1902-1903, with the following alterations:—

Faculty of Arts.—The following names to be omitted: Maharajah Sir G. N. Gajapathi Rau, K.C.I.E., Mr. J. W. Best, Dewan Bahadur V. Jagannadha Rau Pantulu, Mr. L. Garthwait, Sir Muhammad Munawar Khan Bahadur, K.C.I.E.

The following name to be added: Dewan Bahadur S. Venkataramadas Naidu.

Faculty of Law.—The following names to be omitted: Mr. C. R. Pattabhirama Aiyar, Mr. J. W. Best.

Faculty of Medicine.—The following name to be omitted: Lt.-Col. H. Allison, M.D., I.M.S.

Faculty of Engineering.—The following names to be omitted: Mr. R. F. Chisholm, Mr. C. E. Phipps, Mr. R. E. Ellis.

The following name to be added: Rai Bahadur N. Ratnasabhapatil Pillai.

The Rev. J. Cooling seconded the motion.

Mr. M. Veeraraghava Chariar moved the following amendment:—

“That in Agendum No. II the words ‘name to be added’ under the heading of ‘Faculty of Arts’ be omitted, in order to insert the words, ‘names to be added: Dewan Bahadur C. Ramachandra Rao Sahib, Mr. P. S. Sivasami Aiyar, and Rao Bahadur C. Jambulingam Mudaliar, C.I.E.’”

Mr. M. R. Ramakrishna Iyer seconded the amendment.

Colonel W. R. Browne, I.M.S., said that the procedure of Mr. Veeraraghava Chariar was somewhat unusual. One would expect some reasons for the alteration suggested. It was not clear to him why that addition was proposed to be made to the Faculty of Arts. Looking at the list of Faculty of Arts, it did not seem to the speaker that it was so weak as to require strengthening in the manner proposed. Nor did it seem to him that the names suggested were in the order of seniority. The ostensible reason for the proposal was apparently the little incident that had occurred at the election to the Syndicate of a member, who, having obtained the required votes, had afterwards been found to be ineligible for that particular position, inasmuch as he had not been a member of the Faculty of Arts. It looked as if the idea was to introduce more members of the Faculty of Law into the Faculty of Arts so that they might be eligible for election to the Syndicate in Arts Faculty. If that was so he would protest against it. He did not think that the

Syndicate required that kind of strengthening. The Faculty of Law was always extremely well-represented on the Syndicate. At present there were two members, though there used to be three who took full part in the discussions. It could not be said, therefore, that more members of the Faculty of Law were wanted on the Syndicate. Oddly enough, if they looked at the list of Faculties, they would find that there were 40 members in the Faculty of Law, of whom 20 were already in the Faculty of Arts. The other two Faculties of Engineering and Medicine had each 18 members, of whom there were five in each of these two Faculties. That gave them 25 per cent. each. So far as concerned the Faculty of Medicine, he was quite satisfied with that representation.

The Hon’ble Sir V. Bhashyam Iyengar said that in so far as Mr. Sivasami Iyer’s name was concerned, Colonel Browne had given the strongest reason for the addition of his name. The incident referred to by Colonel Browne showed that the members of the Faculty of Arts had such great confidence in Mr. Sivasami Iyer as to elect him as their representative on the Syndicate. That seemed to be the strongest reason why his name should be proposed as an additional member of the Faculty of Arts.

Mr. Veeraraghava Chariar said that his reasons for moving the amendment were three. It was a general assumption, in the first place, that all Fellows were supposed to be members of the Faculty of Arts as most of them were graduates in Arts. Secondly specialists were generally added to the particular Faculty of Law, Medicine or Engineering according as they specialised in one or other of these subjects. There had been a tendency of late to include all Barristers and Vakiis in the Faculty of Law without giving them any place whatever in the Faculty of Arts. It had been said that there was not any reason why there should be 20 Fellows to represent the Faculty of Laws on the Faculty of Arts. The speaker thought it necessary that they should elect some of their oldest Fellows who had been

Examiners in Law and had had large experience, to be included in the Faculty of Arts.

The amendment was put to the meeting and was carried by a majority of 21 against 19. The proposition as amended was next put to the meeting and carried *nem con.*

ELECTION OF PRESIDENTS.

The Senate next proceeded to elect Presidents of the Faculties of Arts, Law, Medicine and Engineering with the following results:—

Arts.—The Hon’ble Mr. G. H. Stuart.

Law.—Sir V. Bhashyam Iyengar.

Medicine.—Colonel W. R. Browne, I.M.S.

Engineering.—Lieutenant-Colonel H. D. Love, R.E.

REPORT OF THE SYNDICATE.

On the motion of Mr. M. O. Parthasarathy Iyengar, seconded by the Rev. Geo. Pittendrigh, the Report which the Syndicate presented to the Senate, for the period extending from the 1st August, 1902, to the 31st July, 1903, was unanimously adopted.

ELECTION OF THE SYNDICATE.

The Fellows then proceeded to elect the Syndicate for the current year, with the following result:—

Arts Syndics.—The Hon’ble Mr. G. H. Stuart, the Hon’ble Mr. J. B. Bilderbeck, the Rev. J. M. Russell, the Rev. Canon Sell, and Mr. N. Subramaniam.

Law.—The Hon’ble Mr. C. Sankaran Nair.

Engineering.—Lieutenant-Colonel H. D. Love, R.E.

Medicine.—Lieutenant-Colonel J. Maitland, I.M.S.

CANDIDATES FOR FELLOWSHIP.

The following candidates were proposed for election as Fellows in accordance with the rules framed by the Syndicate in connection with G.O. No. 155, Educational, dated 27th February, 1893:—

(1) Mr. V. Krishnasawmy Iyer,—proposed by the Hon’ble Mr. P. Ananda Charlu and seconded by Mr. P. S. Sivasami Iyer.

(2) The Rev. D. Lazarus,—proposed by the Rev. J. M. Russell and seconded by Mr. W. B. Morren.

(3) Mr. V. C. Desika Chariar,—proposed by Sir Bhashyam Iyengar and seconded by Mr. N. Subramaniam.

(4) Mr. P. M. Sivagnana Moodelliar,—proposed by the Rev. George Pittendrigh and seconded by Mr. C. Jambulingam Moodelliar, C.I.E.

(5) Mr. M. Shama Rao,—proposed by Mr. H. V. Nanjundiah and seconded by Mr. M. Runga Chariar.

THE BOBBILI ENDOWMENT.

The Rev. J. M. Russell moved that the following recommendation of the Syndicate be adopted:—

That the Senate accept an endowment of Rs. 2,000 from the Hon’ble Maharajah Sir V. S. Ranga Rao Bahadur, K.C.I.E., Rajah of Bobbili, for the purpose of awarding a medal annually under the following conditions:—

(1) The medal shall be awarded annually to the candidate who obtains the highest marks in passing the M.A. degree examination in Branch VI—the Dravidian Languages—with Telugu as his first language. If in any year there be no such candidate, the medal shall be awarded to the candidate who obtains the highest marks in Telugu in the Second Language Division of the B.A. degree examination, provided that he passes in the first class and qualifies for his degree in a period not exceeding three years from the date of his passing the First Examination in Arts.

(2) All unexpended interest shall be added to the corpus of the Fund.

(3) The Senate shall have power to make such changes in the conditions of award as new circumstances may render desirable, provided that the founder’s main object in establishing the medal be kept in view.

The Hon’ble Sir V. Bhashyam Iyengar seconded the motion, which was carried.

THE HISTORY CURRICULUM FOR THE B.A.

On the motion of the Rev. Canon Sell, seconded by Mr. W. B. Morren, the recommendation of the Syndicate that by-law 154 (relating to the curriculum of History), as revised, should come into force for the B.A. Degree Examination of December 1905, was unanimously adopted.

OUR ENGLISH LETTER.

CAMBRIDGE, August 1903.

The London Education Bill passed the House of Lords last week without amendment, and will shortly become the law of the land. That it will cause as much commotion in London as its predecessor caused in the country at large is certain, and it is equally certain that it will have to be seriously altered before the country will welcome it. Immense efforts will be made to return, at the next election, a County Council that will refuse to accept the new burden; and these tactics, which have already produced a deadlock in Wales, may very likely succeed in London.

Every true educationalist must be deeply sorry that a measure of this class should have caused so much bitterness. And, at first sight, it may seem to the unprejudiced observer, as it does to Mr. Balfour, extraordinary that a mere 'question of machinery' should stir up such a commotion. But, from this very point of view, it is impossible to acquit the Government of gross want of tact. If the Bill had really to do only with machinery they should have taken pains to conciliate that opposition, which, on their own view, would only be incidental. They did nothing of the kind. Not a single non-conformist was consulted in the original draughting of the Bill; the later remonstrances of non-conformists were received with something very like contempt; and all amendments in a non-conformist sense were crushed by the brute force of a mechanical majority. Thus what might have been a solid and permanent reform has become something which the Liberal party is pledged to destroy at the earliest

opportunity. There could be no better lesson as to the limits within which the strength of the party in power should be exercised.

What wise men, even on the Government side, think on this point is clearly shown by a conversation between Sir John Gorst—now at last 'unmuzzled'—and Mr. Bremner, which is reported in this month's London 'Journal of Education.' It is safe to say that a large proportion of the opposition to the Act has been aroused by the provision that the body of managers of the 'unprovided' schools should contain only two publicly appointed members out of the six. All attempts to correct this disparity were unceremoniously rejected by the Government. Yet Sir John, though on the whole well-disposed towards the Act, declares emphatically that in his opinion the proportions might have been reversed, and this without affecting the denominational character of the schools. Had this concession only been made—and be it remembered that it is in strict accordance with the principle of the Act—how much exasperation might have been saved!

That the Act, then, in anything like its present form, has few of the qualities of permanence, is in my opinion certain. Yet that the country as a whole is not viewing it in a captious spirit, but is inclined, in true English fashion, to 'make the best of a bad job,' is shown by the summary of the year's work of the Board of Education given by Sir William Anson the other day. Out of three hundred and thirty-three Councils whose business it was to submit 'schemes' under the Act to the Board of Education, two hundred and forty-three have presented schemes that have been approved; four only have been rejected; and nineteen Councils have refused to accept the Act at all. Nothing could show more clearly the law-abiding character of the English nation; for, if anything is certain in politics, it is certain that if the Bill could have been submitted to the country on its merits it would have been rejected. During the last year, also, great progress has been made in registering teachers and in 'recognising' secondary schools, but of sixteen hundred schools inspected for this purpose, thirteen hundred have

been passed. A scheme for the inspection of secondary schools is in process of formation, and will doubtless be completed in a few months. Whatever the shortcomings of the Board of Education, and they are many, want of energy can no longer be numbered among them.

An interesting scheme has just been carried by the Governors of Wellington College, and will doubtless in time be imitated, more or less closely, by others of the great public schools. This has reference to the ever-insistent question of the superannuation of masters. The Wellington plan is to the effect that at the age of fifty-five all masters shall retire on a pension, the amount of this pension being proportioned to length of service. A master now at the school, under forty years of age, will retire under this rule; a master over forty will be allowed to stay till sixty. But for the future the rule will be absolute. This scheme, like all others of the kind, labours under the disadvantage that many men of fifty-five are practically in their prime. But on the average—and it is on averages, of course, that all schemes must be based, it is hard to see that a better age could have been chosen. And, further, at that age there are still many ways in which a man may be useful. His knowledge and experience may still be at the service of the public; he may still write books, and he may still serve on education committees. That the rule, once adopted, should be absolute, admits in my opinion of no question. If the Governors or Headmasters, retain discretion, endless heart-burnings must inevitably ensue.

The death of Sir Joshua Fitch, at the ripe age of eighty, removes one of the pioneers of the modern system of education, and reminds us of the vast debt which the present generation owes to a few energetic, and at one time despised, reformers. Fitch knew all grades of education—by experience: and what he was he owed to his own indomitable perseverance. He started as a pupil-teacher; he then became an elementary school master; amid all the distractions of his work he pursued his private studies, and became

an M.A. of London; next, he became Principal of a Training College, and finally was appointed an Inspector of Schools. But he is chiefly known by his reports on foreign systems of education—reports as pure in style as those of Matthew Arnold, and not less accurate—and by his general writings on educational subjects. A good English style is rarely acquired by a self-educated man; but Fitch, whose whole life was spent in the study of the best English models, was almost as pure in his English as Bright. I heard him speak in public but once; but I was struck by the exquisite simplicity of his language, and by the felicity of his quotations from Milton, Shakespeare and Bacon. It was to this, perhaps more than to anything else, that he owed his high repute. What the various new advances in education owe to him—the polytechnics, technical schools, the teaching University of London, the higher culture of women—can scarcely be summed up. He was, as a sound liberal, naturally opposed to the recent educational plans of the Government; and his authority will unquestionably be quoted when the next reform comes.

Mr. Michael Sadler, whose retirement from the post of consultant in foreign educational affairs to the Education Board aroused so much attention recently, has accepted the position of Professor at the Owens College, Victoria University—a College now better stocked with educational lecturers than any other in England. That the Government is by no means easy about Mr. Sadler's resignation is clearly shown by its lame excuses. It appears that Mr. Sadler, some time ago, wrote to the *Times* a series of unauthorised papers over the signature 'Sigma.' These papers passed without official censure at the time, but they are now dragged forward as explanations of the severity with which Mr. Sadler has been treated. As a matter of fact, there can be no doubt that Mr. Morant, the permanent head of the Board, though a man of great energy and ability, has a good deal of the autocrat in his disposition: and the triumph of his plans has been effected only by the successive dismissals or

resignations of Sir George Kekewich, Mr. Sadler, and other able and industrious public servants.

The Oxford 'Greats' list—i.e., the list of successful candidates in the final school of 'Literae Humaniores'—was issued a few days since. The retention of the *viva voce* portion of this examination—a feature which with others discriminates it from the Cambridge final examinations—accounts for the delay: but the addition of a fourth class does not seem to have increased the labours of the examiners; for the publication is at least a week earlier than usual. Among the names there are none which would be of interest to an Indian audience.

Professor Butcher, one of the greatest of living Greek scholars, and by the unanimous testimony of his pupils one of the most inspiring of teachers, recently resigned his chair of Greek in the University of Edinburgh. It is to be hoped that this only means the possession of greater leisure for works like the translation of the *Odyssey* or the edition of Aristotle which he is so competent to write. For his post there was a close and spirited contest between Mr. Hardie, Professor of Latin, Mr. Rhys Roberts of Bangor, and Mr. A. W. Mair, for some years Professor Butcher's assistant. Finally the choice rested on Mr. Mair, a young man of most distinguished attainments. He is under thirty, but already well-known.

CONTEMPORARY EDUCATIONAL PERIODICALS.

I. Indian.

In *Indian Education* the editor deals with the vexed question of annotated texts, a problem which has grown up during the last twenty years. As the result of the annotator's labour 'the junior students see a mass of information which they cannot possibly master, which nevertheless they conceive to be essential to pass examinations; they attack it with imperfect success, and after all learn only one thing thoroughly—to be slovenly and inaccurate.' From the point of view of the Professor of English the case is equally unsatisfactory. He is expected to give equally full measure, which means that he must go too

fast for the class, and has further to neglect all general and broad views of the book. And besides this the students themselves are (by their books) in possession of the information he gives.

The remedy proposed is somewhat drastic—it would be far better that the Universities should prescribe certain 'annotated editions.' Now it is interesting to find that this is precisely the course advocated by Mr. H. G. Wells in one of his *Fortnightly Review* papers on 'Mankind in the Making.' We quote from the August number:—

'Not the course of lectures, but the sound, full text-book should be the basis of college instruction, and this should be supplemented by a greater or lesser number of more or less controversial pamphlets or books, criticising, expanding, or correcting its matter, or putting things in a different and profitable way.'

The full statement, not only of what is known of a subject, but of its difficulties, dark places, and conflicting aspects, should be luminously set forth in the college text-books, large, well-written, well-illustrated books by one or several hands, continually revised and kept abreast of the advance of knowledge by capable and critical-minded young men. Such books are essential and cardinal in proper modern teaching.

Yet what could be more obviously helpful to sound and thorough teaching than for a university, or a group of universities, to sustain a professor in each of the chief subjects of instruction, whose business would be neither teaching as it is now understood, nor research, but the critical and exhaustive editing of the college text-book of his subject, a text-book which would stand in type at the University Press, which would be revised annually and reprinted annually, primarily for the use of the matriculated students of the university and incidentally for publication.

This is a principle of course that is capable of application to schools as well as to colleges. We believe something of the kind is already at work in France and there was a proposal made not long ago that the Director should have certain books compiled especially for school use in the Madras Presidency. There is of course much to be said on both sides, and perhaps after all there is 'safety in numbers.'

The *Madras Christian College Magazine* for August is a strong number. Perhaps the item of most direct educational interest is Mr. Matthew Paul's 'Open Letter' on 'The Residential System in Indian Colleges.' We are glad to find him advocating the use of some distinctive badge or other article of dress by which the student might be differentiated from the outside world—not

however that he would thereby be the more easily caught if he indulged in evil, but that he might develop a healthy *esprit de corps*.

In the *Indian Review* Dr. Miller leads off with a short article on 'Shakespeare's Four Great Tragedies' which is to form the preface to a forthcoming collected edition of the writer's 'Studies in Shakespeare.' Mr. Chatterton writes on 'Agricultural Education' and Mr. P. V. Naidu discusses 'English Poetry by Indian Writers.'

The *Malabar Quarterly Review* continues its useful progress. There are a number of archaeological articles in the current issue among which we notice one on 'The Dravidian Alphabets' by Mr. M. Ravi Varma Raja, M.A., B.L. Mr. K. G. Sessa Aiyar discusses the date of Tiru Valluvar and puts him as far back as the beginning of the Christian era.

The *Hindustan Review*, long known as the *Kayastha Samachar*, appears in a new wrapper which is a considerable improvement on the old. The paper and print are also much better. There is good value here for 8 annas.

II. British and Foreign.

Journal of Education.

The political notes are mostly in cheerful vein. The London Education Bill provides machinery which, "though far from perfect, may, with good will on the part of the administrators, be made to work smoothly and turn out good results." "We breathe more freely now that we know that in London municipalised education is to have a chance of proving its value." "To have removed the financial pressure from voluntary schools is much. The grievance of the religious test remains; but it only applies of necessity to head teachers in schools under a religious trust deed. And may we not hope that the churches themselves will in time abolish this anachronism?" Later on the revised pupil teacher regulations just issued are welcomed with four paragraphs of unqualified approval, but the Admiralty education scheme is vigorously condemned, especially the teaching together in a big boarding school by themselves of future naval officers from the tender age of "thirteen. A similar objection to the establishment of schools for certain classes of professions inspires a protest against the Imperial Service College scheme. We agree that a large scholarship fund would better meet the aims of the promoters.

Miss C. S. Bremner contributes an interview with Sir John Gorst on the New Education Act to the *Journal of Education*. "Passive resistance" was one of the subjects of this interesting con-

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versation. Sir John did not approve of it of course, but equally he disapproved of the system under which school managers are appointed. "I do not like the proportions, they might very well have been reversed and the religious character of the schools not have suffered either." As to the opportunities for training and employment open to nonconformist teachers, Sir J. Gorst thought they suffered no injustice. "We have heard a great many allegations that young people could not enter the teaching profession on account of their religion, but during my seven years' tenure of the office of Vice-President, I never found a genuine case. When any case was carefully examined it always broke down. On one point we note that Sir J. Gorst is not in accord with such authorities as the National Union of Teachers and the Teachers' Guild. Asked if he would favour the merging of columns A and B of the Teachers' Register he replied "I think not—not at present. There has long been a great gulf fixed between primary and secondary education in this country. I regard it as undesirable; but to disregard it would not be wise."

The School World.

"Fire Prevention in School Building," by Mr. F. Clay, B.A., is the first article in the August number. Opening with a remark that "the chief danger from fire lies in its comparatively rare occurrence," the writer proceeds to give sensible, though, not always novel directions for dealing with an outbreak. The opinion of an expert that water hand-pumps are much to be preferred to any of the many forms of portable chemical pumps is worth having. On the general question Mr. Clay holds that with the possible exception of dangerous factories there is no class of building so open to the risk of fire as a boys' boarding school. The list of necessary fire-extinguishing and life saving apparatus, with the price of each article attached, will doubtless be of much service to worried boarding-school masters.

Two *School World* articles this month are concerned with fiction—Mr. E. A. Baker's "Literature for Leisure Hours," and Mr. Fearenside's "Some Holiday Reading in Fiction." The object of the former paper is to help those who have not time to keep abreast of the reviews to find out some of the finer examples of imaginative literature published during the last twelve months or so. Publisher and price of each work mentioned are given, and a more or less full descriptive appreciation is as a rule attached. Mr. Fearenside has a definitely "schooly" aim. The books which he commends illustrate the history of the British Empire from 1763 to 1878—the

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Cambridge Local period for 1903. A geographical arrangement is adopted, and both teacher and pupil are catered for, many of the late Mr. Henty's works being mentioned.

The Practical Teacher.

The August number contains besides its usual generous instalments of useful courses for certificate and scholarship students, several contributions on educational administration which have an interest beyond the elementary school circle. Such are the discussion of Mr. Sadler's resignation, Mr. Leake's article on the "Consolidation of Rural Schools and Transportation of Pupils" (in Canada), and an informal child-study essay "Personal Observation in relation to Composition." In the brightly written columns "By Many Hands" the question "Does a big brain mean great mental capacity?" is raised and discussed. "The popular belief is that it does, but a connection between size and capacity is very difficult to establish scientifically." A doctor of Prague has been collecting statistics of size, and weighing the brains of all sorts of people, with a view to establishing some connection, if possible, between measurement and power. At the bottom of Dr. Matiegka's list come labourers, with an average brain-weight of forty-nine ounces; at the other end are professional men, doctors, and men of university education, with an improvement of five ounces on labourers, their average brain-weight being fifty-four ounces. Put bluntly, this means that the educated brain (other things being equal) is a heavier and better brain than the uneducated one. And if the connection is valid (the *if* is a large one), here you have ready-made one of the most forcible arguments possible in favour of high and prolonged education."

Miscellaneous.

A striking article "Head Masters and Efficiency of Schools" will be found in the August *Westminster Review*. The writer dares to raise the question whether the highest efficiency of a school under modern conditions is attainable with the autocratic rule of a head master, or whether the democratic method of divided responsibility would not tend to better results. What is the historical justification for headmaster autocrats? There was only one master proper (with or without an inferior usher) provided when our older schools were founded, because education was then simple, and the schools were small. The increasing complexity of the curriculum, the growth of numbers in schools, have changed the conditions entirely. "The old single master has gone through a curious process of evolution. He has

expanded into a glorified being, the greater part of whose functions are performed for him by a score of ministers who are as highly qualified as himself, but who represent the old usher in a state of arrested evolution. For the usher, while he has improved in quality, remains still in his abjectly inferior status. His income is reckoned in fewer hundreds than the thousands his chief receives. He is at his beck and call. He depends for his immediate living, and perhaps for his entire prospects, upon the caprice of a superior invested with arbitrary powers."

"The real relations that subsist between the headmaster and his assistants are cleverly concealed from the public. On speech day and state occasions the assistant masters are 'my colleagues.' But there are two aspects in which the administration can be seen. There is that of the strong man with a good stick, and there is that of the good man with a strong staff. The latter is for show purposes, the former for every day. . . . In the Oxford and Cambridge colleges the Government is vested in the whole body of the fellows, or in an inner circle of seniors. Now the assistant masters in a public school are men of like academic standing; many of them are fellows or ex-fellows themselves. As assistant masters they occupy the position of the mediæval usher. They are, however, to say the least, as keenly interested as the headmaster in the art and science of pedagogy. Indeed, if the truth were known, nearly every educational reform has been inspired by them, while their superiors have been agonising in conference over the momentous question whether the scholarship examinations at the universities should be held early or late in the year. While assistant masters have been studying boy-character, methods of discipline, new systems of instruction, headmasters have been running a race for scholarships wherewith to advertise themselves and their schools. But all the time the success of the boys, the gaining of scholarships, the discipline of the classes, the moral training of the school, the encouragement of sports, of individual tastes, of interest in the world of nature or literature or affairs—in a word, everything that concerns the well-being of the school, is just as much the concern of the assistant as the headmaster. The only difference is that one gets all the kudos and the wealth; the other lives a life in which ambition is useless, is even dangerous, and in which even his modest professional prospects depend upon the caprice of an all-powerful chief. But in the class-rooms there are possible Arnolds, who for lack of opportunity must remain 'mute, inglorious.'"

The current issue of the (quarterly) *Pedagogical Seminary* (Worcester, Mass) contains three related child-study articles. In the first, Dr. G. Stanley Hall and T. L. Smith discuss children's habits of showing-off and bashfulness as phases of self-consciousness. The second article, "A Study of the Faults of Children," by Dr. R. Triplett, is a contribution to pedagogic pathology. Children's faults are examined and classified, first as seen by children and secondly as seen by their teachers and parents. Professor Kline's interesting "Study in Juvenile Ethics" is conducted on the questionnaire method. He finds out, e.g., children's ideals of future occupations, and classifies them as altruistic, selfish, etc. He requires children to finish a story as one method of determining moral ideas, and concludes that girls are more likely to express their choice and have good reasons for it than boys.

From a recent number of *The School Journal* (U. S. A.) we extract the following on 'All Around Education.'

The educational problem is not so simple as the young teacher is apt to think, because the thing to be educated is a complex being. The mother understands the child far better than does the teacher, though she may not possess that knowledge upon which he prides himself so much.

Froebel tells us that, undertaking the solution of the problem, he set himself to watching a mother. He observed that she gives the child something to *do*. She buys him toys that require manipulation. The babe has a rattle and shakes it, delight arising from the results of his exertions.

At an early age the mother teaches her child to use language. She shows him a book and says, "book"; he imitates the sounds as she pronounces the words to him, so that we are correct when we say that a person speaks his "mother tongue"; it is the one he got from his mother. She tells the child a great deal about things: The fire will burn; the dog can bite; the bell rings; the ice will melt; the sheep has wool; the bee will sting. She tells him about people: This one is a brother; that one an aunt; this person a carpenter; that one a worker in wood. She tells him about himself: This is his chin; this an eye; he must keep his hands and clothing clean; he must be careful what he eats; he must be polite and kind.

She teaches him to count. Over and over she says: "One apple, two apples, three apples," etc.; thus he begins to comprehend number. She tells him about the animals and plants. He learns that the farm is the place where living things can be found; it is a representation to him of the earth. Thus he begins earth knowledge.

She teaches him very early that certain actions are "naughty." He is told to be "good." He thus learns to distinguish acts into "good" and "bad." In this way she lays the foundation of ethics.

During the last quarter of the nineteenth century it became apparent to many thinking teachers that to make the teaching of reading, writing, and arithmetic the sole aim of the school, did not meet the needs of the pupil. His entire nature made demands. The mother saw and felt these demands, and she met them as long as he was under her immediate care. The teacher, following the traditions of the school-room, ignored what the mother's instinct had begun, and started to acquaint the child simply with language and numbers in order to fit him to make a living.

The feeling had been growing that this was not fair to the pupil's manifold nature. The teachers had, however, been held closely to a certain course of study, with so many minutes to be given to arithmetic, so many to spelling, and so on. At last the demand arose along the whole line that the central object be the child and not the course of study. The school was finally considered to be an institution meant for meeting his needs.

Let us suppose the thoughtful teacher determines to give "all around education" rather than limit himself to the three R work, satisfying to many installed in the school-room. He will portion out his 340 minutes of time among eight matters important to the pupil. He may divide the time profitably about as follows:

- Language (reading, spelling, composition), 45 minutes.
- Numbers (addition, etc.), 30 minutes.
- History (stories, biographies, current events), 15 minutes.
- Ethics (duties to God, others, self), 15 minutes.
- Earth (geography, botany, zoology), 30 minutes.
- Things (objects, experiments, etc.), 30 minutes.
- Self (physiology, hygiene, manners), 15 minutes.
- Doing (manual training, drawing, sloyd, etc.), 60 minutes.

In some such way the teacher must work for the salvation of the child. He must not be satisfied that there have been merely good lessons in arithmetic and spelling, and that the children have done no whispering. A plan must be followed that has relation to the nature of the child. The mother begins it: he must continue it. She does her part by instinct; he must do his through knowledge.

Reviews and Notices.

The Teaching of English in the Elementary and Secondary School, BY G. R. CARPENTER, F. T. BAKER, and F. N. SCOTT. Longmans, Green & Co. pp. 381. Price 6s. net.

The Teaching of English in the Elementary and Secondary School, BY PERCIVAL CHUBB. Macmillan & Co. pp. 412. Price 4s. 6d. net.

These two important books are significant of the new attitude towards the study of English in English-speaking countries and especially in the United States of America. There are of course several prejudices regarding the teaching of English of which the most general one is that English need not be taught. There is a deal of truth in this. In fact English as an art cannot be taught. One can scarcely be instructed in it. One can be exercised and drilled and developed in an art; one cannot be informed about it. An art is not an acquirement; it is not scholarship. An art is a mode, an expression. The singular excellence of English as a language is that it wholly subordinates itself to the language-function of thought-expression. A language is a body of sounds made by the voice for the hearing to symbolize ideas and their relation. A language is a means of communicating thought from speaker to hearer. All the speaker's thought cannot be communicated, for the thought is limited by the speaker's skill in expression and the hearer's efficiency in interpretation.

There is much confusion to-day regarding English. Educating a youth in English is a very different thing from teaching him English literature or English grammar or English rhetoric. The history of English or the science or the criticism is not English, which always and only is speech.

However in England and America they have begun lately to "teach" the vernacular. They are doing this consciously, formally, publicly, and conscientiously. All teachers who speak English in their class-rooms have always been exercising their disciples in English, at least unconsciously, informally, even without proclaiming the fact or doing so faithfully as a duty. Further, as a result of this new "teaching," the English of the boys and girls in elementary and secondary schools is not improving. They do not speak English better; they write it very little better, if at all. An understanding of this fact and of the disappointment it causes, has caused many articles and several books to appear, of which these two are in evidence.

Mr. Carpenter presents a book with three authors. The book is divided into two parts: the first of about three hundred pages, and the second of less than fifty. Part One is called History and Method; Part Two, The Teacher and His Training. Part One is elaborately sub-divided. The organization of the book as a whole is not very clear. There is no guiding principle or argument. The book is a collection of chapters. The paraphernalia is extensive. There are many bibliographies and footnotes. The pages

are rich with quotations and weighty with the facts of history and literature. It is an excellent guide book.

The book is a thesaurus of scholarship. A lifetime would be required to look up the references. Whether when the life had been spent one would then have a clear, wise, efficient mind wherewith to exercise other minds in developing their English we need not ask, for lucidity, insight, and effectiveness are not developed by the scholarship of accumulated facts and balanced and trimmed opinions. The shrewd sailor does not go to sea in a barge however big.

And so we are driven to think that college professors will never be able to write books of value to teachers who practise the art of education in elementary and secondary schools. Nor will school superintendents ever be able to persuade publishers invariably to select experts in education to write their books. The traditional prestige of the college professor and his often deserved halo of scholarship fascinate the publishing world.

To turn to the second book. Mr. Chubb presents the subject of English upon the principle of the child's development from infancy to youth. This is a correct principle. The book is well organized, consistent, and reasonable. The general argument is that we speak and write the English we know. Consequently boys and girls should hear and read good English. It is the hearing that is the difficulty in India.

The style of this book is good in the sentences and poor in the paragraphs. There is more exposition than argument. The fault of greatest concern is repetition of ideas. There is not enough progress from chapter to chapter.

The scholarship is adequate. It is indeed too much in evidence. However, it is not so extreme that there is no space for the development of a thought and for the pursuit of an opinion to its goal. The author shows that he knows a good deal about educating youth in English. His plans are safe to follow.

To educate boys and girls in English we must compel them to live in the atmosphere of good English. They must read, memorize, and think of good English. They need to know the beautiful English of the best parts of the Bible and of a few other books. No man who can repeat word for word a thousand pages of good English and who can explain their thought can speak English poorly.

Boys and girls who are to speak good English must talk in class, must debate, discuss, declaim, read essays, and recite far more than they do to-day. The topical recitation, based on the study of good English books, is invaluable as a means of exercising the pupil's mind to think and to express thought adequately.

Finally, our schools must have study-books that are good literature. How can a boy or a girl comprehend the meaning of a paragraph after studying

for years the "paragraphs" so-called of our standard geographies and histories? Style, which is the chief excellence of written English, is the one thing altogether absent from modern text-books, which conspire to ruin the natural English of our boys and girls.

Meantime, our teachers, many of whom are painfully conscious of their own deficiencies in English, must themselves become students of the masters of English. In this study they will find Mr. Carpenter's book valuable for suggestion. They will find Mr. Chubb's book helpful in regular class work.

English Men of Letters: Robert Browning, BY G. K. CHESTERTON. Macmillan & Co. Price 2s. net.

Many people who take up the volume on Robert Browning by G. K. Chesterton, the latest issue in the "English Men of Letters" Series, will do so with a glance askance at the author who is to lead them through the Browning mysteries, and will be apt to enquire what are his qualifications for the task. But it is probable that after a reading of this book, a reading that will most likely induce a second, any further acquaintance with the author will at once remind the reader of this the first time they made his acquaintance. There are so many books that profess to serve as helps, introductions, and manuals to Browning that a reaction arises and one feels a strong desire to read Browning untroubled by a babbling guide. But Mr. Chesterton has written a book which, because it does not say the obvious, nor all that can be said, and also because what is said is put in such a fresh, pungent, and forceful way, makes us feel that we want to study Browning in the author's company and with the help of his inspiration. Not the least of the excellences of the book is that it makes us feel that we cannot agree with the whole of it, but must reserve our own judgment. Mr. Chesterton is probably too vehement in his attack on "Browning Societies," and on those who can talk only of the significance of "Browning's message," and also too sweeping in his criticisms of the criticisms of others; nevertheless his assertions carry a great deal of conviction and a deal of relief with them. For it is probable that Browning has been more severely wounded in the house of his friends than by those who have honestly and openly attacked his poetry and philosophy.

Mr. Chesterton contends that Browning wrote to enlighten and convict, and not to confound and mystify, and so puts forward a reasonable case enough for his intellectual honesty and sincerity, and for his general humility. He strongly holds also, and defends by well-chosen illustrations, that Browning was a poet as well as a philosopher, a student and master of form as well as of matter. At the same time he does not shirk the difficulty caused by the grotesque that appears in both his thought and form, but we think his putting of the difficulties will make the reader of Browning who has any of the saving grace of humour laugh with Browning in his grotesqueness

and not at him. It was time that some admirer of Browning insisted that all a boy's fun should not be analysed psychologically.

Mr. Chesterton tries to make his readers feel, a realisation far too uncommon, that Browning is pre-eminently the poet of love. And of love in the truest sense, not the love that has its dominion only behind closed doors, and that spends itself in day-dreams, but of the love that can glorify the common walk of life. He says, "Browning's love poetry is the finest in the world because it does not talk about rapture, and ideals, and gates of heaven, but about window panes, and gloves, and garden walls. It does not deal much with the abstract; it is the truest of all love poetry because it does not speak much about love." And he writes as an artist, and as a true admirer of his master when he deals with Browning's own love affairs and with the most sacred parts of Browning's life. In writing of the death of Mrs. Browning he says little, but his reserve is eloquent. He says "She died alone in the room with Browning, and of what passed then, though much has been said, little should be. He, closing the room of that door behind him, closed a door in himself and none ever saw Browning upon earth again, but only a splendid surface."

Throughout Mr. Chesterton deals with his subject in a paradoxical, sententious style. This lands him frequently into dogmatic universalisms which cannot be strictly true, but they are such that the reader will at once and gladly put the necessary discount on such sentences. These sayings greatly tempt one to quotation, but where there is so much gold in quaint beautiful forms choice is difficult, and dissatisfaction arises with what is chosen because of the beauty of what is necessarily left. We finished the book only to begin it again, and to begin to recommend it to all our friends whether they are acquainted with Browning's writings or not.

India: Its Administration and Progress, BY SIR JOHN STRACHEY, G.C.S.I. Macmillan & Co. pp. xxii. 515. Price 10s. net.

The India of the Queen and other Essays, BY THE LATE SIR WILLIAM WILSON HUNTER, K.C.S.I. Longmans, Green & Co. pp. xviii. 278. Price 9s. net.

These two handsome volumes contain matter which has to a very considerable extent seen the light before. Sir John Strachey's book is a third edition 'revised and enlarged'; Sir William Hunter's is a selection, made by Lady Hunter, of papers which had appeared in different monthly magazines.

Sir John Strachey's account of present-day India is remarkably exhaustive and accurate, and provided it be taken together with some account of India in the past, we know of no better preparation for those Europeans who propose to work in India whether civilian, missionary, or any other. It is a work too that should be at the elbow of every one already in the country; and on the other hand, should do much to dispel the overwhelming ignorance concerning India of those 'who stay at home in ease.'

We are naturally most interested in Chapter XVI which deals with 'Education in India.' The author begins with the establishment of Warren Hastings's College in Bengal in 1782 and deals with the controversy as to Oriental or English studies settled by Macaulay in favour of the latter, a settlement which Sir John Strachey thinks was a mistake. There is a very fair account of what has been done since Macaulay's time and the position of things to-day is clearly stated. The teaching of false history is naturally deprecated, and from that a transition is made to the freedom of the Indian press.

The papers collected under the title of 'The India of the Queen' may not enhance Sir William Hunter's reputation, but they will certainly not detract from it. Nor perhaps are they of such ephemeral interest as some critics seem to think. 'England's work in India' is not yet done, and the problems of adjusting the food supply to the growing population and of maintaining a Government on European standards of efficiency from an Asiatic scale of revenue will be with us for many years to come. The lighter essays in the volume are of much interest, e.g., 'A River of Ruined Capitals' (the Hugli) and 'A Pilgrim Scholar.' This latter tells the pathetic story of Csoma de Körös, an Hungarian scholar who in 1819 made his way on foot from Transylvania to Tibet, 'clad in a thin yellow nankin dress, with a stick in his hand and a small bundle.' He must have endured unspeakable privations but never alluded to them. He did not succeed in his aim—to prove the identity of the Hungarians of Europe and the Hungars of Mongolia; but he did succeed in a no less valuable achievement in that he brought a knowledge of the Tibetan language and literature within the reach of the outside world. The Government of India helped him with fifty rupees a month and it was one of the scholar's troubles that he might not be giving an adequate return for this! The story is skilfully and sympathetically told, and we are glad to have a forgotten name thus rescued from oblivion. The book would make a capital prize for some of our older boys.

History of the Tamil Language, by V. G. SURYANARAYANA SHASTRIAR, B.A. G. A. Natesan & Co., Madras. Price Re. 1.

This is the first work of its kind that has yet appeared for Tamil readers, and this fact alone will gain it attention, but this priority in time is far from being its sole excellence. The writer attempts in ten chapters to trace the early history of Tamil, the influence of Sanskrit upon it, its after growth, and the origin and character of the literature that has sprung up in it. His ability to write such a history has already been proved by several works. The general impression left upon our mind by a close study of the book is that it is far in advance of what we should have expected from an Indian author, even though we had anticipated him to have considerable acquaintance with European books of similar character. But even then the book is not

faultless, e.g., the description of the extensive land in the South Indian Ocean, said to have been submerged, leads us back to the irresponsible vagaries of the old school of Tamil historians. Nor can we agree with the remark on an early page where, in his description of the aborigines of India, who inhabited the land before the coming of the Dravidians, the author says that they were accustomed to sleep in trees like monkeys. The situation is not described in detail; but if he means that they slept in trees with no kind of hut constructed amid the boughs, we can only say that that is extremely improbable, as it is now conclusively established that none of the four anthropoid apes sleep in trees at all but in a crouching posture on the ground. He accounts for the comparative absence of Tamil words in Sanskrit by the supposition that when the languages were in touch with each other, and influencing each other, Sanskrit was already dead to speech; and that view is probably correct. But later on when he notes the number of words that have come into Tamil from Sanskrit with double forms he ascribes the pure forms to the influence of scholars, and the Tadbhava forms to that of the common people. 'But if Sanskrit was already dead to speech as was previously assumed, it does not appear how the unlearned could have had such acquaintance with it as to have caused the adoption of so many words.

Perhaps it was well for the author to write in no uncertain terms throughout on this important subject, as otherwise many of his readers would have gained no definite ideas on some of the more doubtful points dealt with, still it is well they should know also that some of the theories set forth, (e.g.), that which so confidently asserts the early connection of the Aryans with Scandinavia) have rivals in the field of speculation. We are pleased to see the position he ascribes to Buddhism and Jainism in their influence on the Tamil language. These religions have not had their due for the work they have done for India. But it is equally true that their day of recognition is at hand. And it is pleasant to see the Dravidian languages testifying to their services, especially in view of the fact that the Buddhist and Jain books are almost alone in speaking of the work that the Dravidians have done for Indian civilisation. We notice that an earlier date is generally put to the classics of Tamil literature than is usually conceded by European scholars, nevertheless the dates are still moderate and more worthy of a Tamil scholar than the wild chronology that is so frequently advocated. We heartily agree with the author in his condemnation of the collection of sounds without sense that is so often called "poetry," and with him we hope for the day when Tamil scholars will be content to show their learning by other productions than these. And from this point of view we cannot but wish that the present book were written in such a style as characterises a good English newspaper, and such as will more certainly foster good yet practical Tamil. However there is so much good in the book before us that it may seem ungrateful to complain that there is not more.

Representative English Comedies, EDITED BY CHARLES M. GAYLEY, LITT.D. Macmillan & Co. pp. xcii. 686. Price 6s. net.

The issue of this work shows at once how far we have travelled since the days of Dodsley. The present volume is, we believe, the first of a series of five in which Dr. Gayley, with the help of the foremost English scholars in America and Britain, proposes to illustrate the development of English comedy by a selection of texts, with introductions and notes, and monographs on points of general interest. This instalment brings us to the time of Shakespeare; the 'monographs' are Dr. Gayley's 'Historical View of the Beginnings of English Comedy,' Mr. Woodberry's 'Greene's Place in Comedy,' and Professor Dowden's 'Shakespeare as a Comic Dramatist.' The selected texts are John Heywood's 'Play of the Wether' and 'John Johan, Tyb and Sir Johan' by Mr. A. W. Pollard; 'Udall's 'Ralph Roister Doister' by Professor Flügel; (William Stevenson's) 'Gammer Gurton's Needle' by Mr. Henry Bradley; Lyly's 'Alexander and Campaspe' by Professor Baker; Peele's 'The Old Wives Tale' by Professor Gummere; Greene's 'Honourable History of Frier Bacon' and Henry Porter's 'The two Angry Women of Abington' by the General Editor.

We have thus a very adequate collection of plays for the purpose and the work that has been done on them constitutes a valuable contribution to our ever-increasing knowledge of the early English drama. The general Editor's 'Historical View' is, on the whole, better than any thing we have previously read on the subject, and this in spite of occasional slips both as to fact and interpretation. Perhaps the most interesting point in the book is Mr. Bradley's ascription of the authorship of 'Gammer Gurton's Needle' to William Stevenson of Christ's College, Cambridge, on evidence which is not likely to be seriously disputed. We are glad to call the attention of Madras M.A. candidates to the fact that two of the plays prescribed for the 1906 examination are to be found in this volume. They will do well to get it on this and on other grounds.

An Introduction to English Literature, BY HENRY S. PANCOAST, George Bell & Sons. pp. xvi. 556. Price 5s.

Mr. Pancoast is Instructor in English Literature in the De Lancey School, Philadelphia, and is also known for his selections of representative English literature. The work before us is a scholarly production and one which would well repay introduction into this country. The author has striven to avoid the danger of furnishing set criticisms which students learn by rote without reading the books to which they refer, and even at the risk of omitting many writers of unquestioned standing he has dealt with a few great authors and their works with comparative vividness and fulness. He treats the subject in four parts 'The Period of Preparation (to c. 1400),' 'The Period of Italian Influence (1400-1660),'

'The Period of French Influence (1660-1750),' and 'The Modern English Period.' These divisions will not of course be universally approved of, but we think there is much to be said for them, and we are especially glad that the author deals adequately with the Renaissance. We have pleasure in re-echoing the encomiums passed on the book by some of the foremost English authorities.

Chaucer: The Prologue and Nun's Priest's Tale, EDITED BY A. J. WYATT, M.A. Olive & Co. pp. 175. Price 2s. 6d.

This is by far the most serviceable and up to date edition of the Nun's Priest's Tale that we have hitherto seen. Its superiority over the editions produced in this country is seen both in the Introduction and the Notes. In the former Mr. Wyatt takes into account the work done by Miss Peterson in tracking out the sources of this story and the result is very different from the bald assertions which loosely connect the tale with Marie de France's fable and the *Roman de Renart*. In the Notes we have the full explanation of 'my lief is faren in lond,' based on a discovery of Professor Skeat's made since that scholar published his own edition, and the true meaning of the puzzling word 'Colfox.' All the paraphernalia, including an account of the poet's life and works, his language and metre, and a glossary, are satisfactorily furnished.

Longmans' Geographical Series, Book II—The World, strikes us as a good compendium of knowledge, and of its kind is probably as good as any, and a good deal better than the Cornwall of our youth. Everything is catalogued from boundaries down to foreign 'possessions' (pace Sir John Seeley, the term still lives, and is even applied to the British Dominions). We wish our big publishers would give us geographies such as are produced and used in America. The price of this volume is 3 shillings.

Mr. C. Nagojee Rau's well-known *Tamil Primer* (Longmans, 1½ annas) has now run into a fourth edition and attained a sale of 20,000 copies, a sure proof of its quality. It is a very attractive little book based on the 'look and say' method, and quite up-to-date, even to the extent of the use of red ink for purposes of emphasis.

There are also on our table the Reports of the Hyderabad (Sind) Education Society (1899-1902), and the Ootacamund Lawrence Asylum respectively. The anniversary of the latter institution is noted elsewhere; the former is an agency which appears to be doing a very good work along various lines and has received high commendation from Lord Northcote and others.

We are glad to welcome Vol. I, No. 1, of 'The Victoria College Magazine.' Such a development of

activity at Palghat follows naturally on the appointment of Mr. Glyn Barlow as Principal. The little journal runs to 22 pages and has been written, printed, and stitched in Palghat. It is essentially a students' production and so has every claim to its title as a 'College Magazine.' To this and to all other 'little boats afloat' our own good ship gives a hearty welcome.

Mr. M. Jiva Ratnam, B.A., has sent us a copy of his 'criticism' of Thackeray's *Esmond*. It is issued by the C. N. Press at 161, Broadway, Madras, the price being four annas.

We have also received:

Lingard's History of England, newly abridged and brought down to the accession of King Edward VII. BY DOM HENRY N. BIRT, with a preface BY ABBOT GASQUET. George Bell & Sons. Price 5s.

Green's Short History of the English People. Parts XXIX and XXX, (Completing Vol. III). Macmillan & Co. Price 6d. each.

Chaucer's Canterbury Tales: The Prologue, BY A. W. POLLARD. Macmillan & Co. Price 2s. 6d.

A Survey of English Ethics, being the first chapter of Mr. Lecky's 'History of European Morals,' Edited with introduction and notes BY W. A. HIRST. Longmans, Green & Co. Price 2s. 6d.

The Lay of Havelock the Dane, EDITED BY THE REV. W. W. SKEAT. Clarendon Press Series. Price 4s. 6d.

Barlasch of the Guard, BY H. S. MERRIMAN. } Macmillan's

The Mistle of the Pasture, BY J. LANE } Colonial Series.

A Course of Commercial German, BY E. L. WHITFIELD AND CARL KAISER. Longmans, Green & Co. Price 2s. 6d.

An Introduction to Nature Study, BY ERNEST STENHOUSE. Macmillan & Co. Price 3s. 6d.

Indian Educational Notes.

OFFICIAL NOTIFICATIONS.

Mr. G. Krishna Prabhu, B.A., First Assistant, College of Agriculture, Saidapet, to act as Vice-Principal of the College, vice Mr. R. S. Thorne, on leave, or until further orders.

Mr. Severino Lawrence D'Silva, Second Assistant, College of Agriculture, Saidapet, to act as First Assistant of the College during the employment of Mr. G. Krishna Prabhu, B.A., on other duty, or until further orders.

Mr. N. Sesha Aiyar, Headmaster, Government Training School, Trichinopoly, is appointed to act as Sub-Assistant Inspector of Schools, Trichinopoly Girls' Range, in the second class, during the employ-

ment of Mr. T. Janakirama Aiyar, B.A., on other duty, or until further orders. To join forthwith.

Mr. Charles William Moss, B.A., Headmaster, Central High School, Mercara, to act as Headmaster, Madrasa-i-Azam, vice Mr. Peter Paul D'Rozario, B.A., on other duty, or until further orders. To join on relief from the Western Circle.

Mr. Pierre Edwin Messinier, First Assistant, Teachers' College, Saidapet, to act as Inspector of Schools, Western Circle, vice Mr. Thomas Tweddle Logan, B.A., on leave or until further orders. To join on relief from the Central Circle.

Lieutenant-Colonel James Court Marsden, I.M.S., to act as Superintendent, Reformatory School, Chingleput, during the employment of Captain Thomas Howard Foulkes, I.M.S., on other duty, or until further orders.

Captain Reginald Bryson, I.M.S., to be Lecturer on Mental Diseases, Medical College, Madras, in succession to Captain Charles Henry Leet-Palk, I.M.S.

The following transfers and appointments are made in the Provincial Educational Service:—

Mr. M. Singaravelu Moodelliar, B.A., Assistant Inspector of Schools, Godavery-Kistna Division, and Acting Assistant Inspector of Schools, Arcot Division, to be Assistant Inspector of Schools, Arcot Division, vice Mr. D. S. Krishnaswami Aiyar, B.A., retired.

Mr. A. S. Vaidyanatha Aiyar, B.A., Principal, Brennen College, Tellicherry, and Acting Assistant Inspector of Schools, West Coast Division, to be Assistant Inspector of Schools, Ceded Districts Division, vice Mr. A. Subba Rau, B.A., deceased, and to be in the tenth class of the Provincial Educational Service, vice Mr. M. Velayuda Asari, promoted.

Mr. M. Kameswara Rau, B.A., First Assistant Lecturer, Rajahmundry College, and Acting Assistant Inspector of Schools, Godavery-Kistna Division, to be Assistant Inspector of Schools, Godavery-Kistna Division, vice Mr. M. Singaravelu Moodelliar, B.A., transferred, and to be in the tenth class of the Provincial Educational Service, vice Mr. R. Chakravarti Aiyangar, B.A., retired.

Mr. Thomas Sylvester Ince, B.A., Third Junior Assistant Professor, Presidency College, and Acting Headmaster, Government Madrasa-i-Azam, to be Lecturer, Rajahmundry College, vice Mr. R. Chakravarti Aiyangar, B.A., retired, and to be in the tenth class of the Provincial Educational Service, vice Mr. P. P. D'Rozario, B.A., promoted.

The following promotions are sanctioned during the absence of Miss Emme Carr, First Inspectress of Girls' Schools, Central Circle, on privilege leave:—

Miss Amy Matilda Christiana Arnold, Second Inspectress of Girls' Schools, to act as First Inspectress of Girls' Schools, but to continue in charge of the Southern Circle.

Miss Edith Annette Gow, Third Inspectress of Girls' Schools, to act as Second Inspectress of Girls' Schools.

Mr. T. Sankara Rao, Second Assistant Lecturer, Rajahmundry College, and acting First Lecturer,

has been appointed to act as Lecturer at the College in the 10th class of the Provincial Educational Service during the employment of Moulavi Muhammad Azam Sahib Bahadur on other duty.

THE Madras Government have approved of the syllabuses in agricultural engineering and surveying and levelling which have been submitted by the Director of Public Instruction for the College of Agriculture, and of the proposed changes in the minimum required from 50 to 45 per cent. for passing in these subjects and in Agricultural and General Chemistry, and also the omission of quantitative analysis from General Chemistry.

THE celebration of the 45th anniversary of Founder's Day took place at the Lawrence Asylum on September the 5th. His Excellency the Governor presided and there was a large attendance. The report was read by the principal who reported a roll of 296 boys and 64 girls. The development of the High School is slow. After some exhibitions of drill, Her Excellency gave away the prizes and Lord Amthill added another to the number of his felicitous speeches.

A MEETING was held at the Wardlaw College, Bellary, to concert measures for raising an 'Amthill Endowment' in connection with the Athletic Union. A good beginning was made on the spot, thanks to Mr. Cotelingham's stirring advocacy of the proposal.

THE annual distribution of prizes at the Canara High School, Mangalore, was held on Saturday, 29th August. The Headmaster, Mr. A. Vasudeva Rau, read the report which was very satisfactory especially as regards the successes at Matriculation, a feature which has come to be naturally expected at this school. The District Judge, Mr. H. O. D. Harding, was in the chair, and, after the prizes had been given, made a particularly forceful and interesting speech.

Two years ago a young student, George Verghese, the son of Mr. M. Verghese, of the Indian Medical Subordinate Department, after passing the Matriculation Examination from the Madras Christian College, joined the Bombay Victoria Technical Institute. In the first year's examination he headed the list and obtained Lord Reay's Prize and Scholarship. At the last year's London and City Guild's Examination, for which Bombay is the only centre, this young student has been declared to have passed the Electrical Engineering Examination. Out of the 10 who appeared for the examination only Verghese has passed, and we congratulate the Christian College on the success of one of its old pupils.

IN connection with the degree of Doctor in the Faculty of Law conferred on the famous Sanskrit scholar and Orientalist, Dr. Ramakrishna Gopala Bhandarkar, *United India* asks why should not the University of Madras follow the excellent example of that of Bombay? There is no need, remarks that

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journal, for the University to go in search of a name. No Indian graduate deserves the honours that it is in the power of the Madras University to confer more than the Hon'ble Sir V. Bhashyam Aiyangar, one of the most eminent Indian jurists of modern times.

A WRITER to the *Madras Mail* called attention to the food provided in the Victoria Hostel alleging that both the articles themselves and their preparation were unsatisfactory. We believe similar complaints are made in almost every institution of this kind. In this case the *Mail* set an enquiry on foot and found that there is very little ground for them.

BOMBAY.

MR. F. H. VINES, from Aligarh, has been offered and has accepted the headship of the Madrassah at Karachi, vice Mr. Hyde, who joins the Bombay Educational Service.

A MEETING of the Shrimali Brahmins was held on the 21st August in the People's Free Reading Room, under the presidency of Mr. Narotumdos Dolutram Trivedi, when Mr. Pranshunker Dhurnider, a member of the caste, read an essay on "Union is strength." In the course of his remarks the President, Mr. Narotumdas, expressed his willingness to provide all the students of the caste who came to Bombay for University Examinations with board and lodging at his own expense. A vote of thanks to the President terminated the proceedings.

MR. GILES, Director of Public Instruction, on the 31st August, distributed prizes to the children attending Colonel Young's Primary School, Poona, an institution which is managed by the suburban Municipality. In addressing those present he said that when recently he read what the Hon'ble Mr. Ebrahim Rahimtoola had said in the Legislative Council about primary education being enforced he had thought of the good work done by Colonel Young in maintaining such a school, an example which the native gentlemen of the country might profitably follow. He was glad to think that one of the last acts of His Excellency Lord Northcote's administration was to greatly increase the grant for educational purposes in the presidency and that the school was to profit by receiving nearly double its present grant. Mr. Giles then spoke of the difficulty which schools experienced owing to plague, and of the loss Colonel Young's school had sustained in this respect. He concluded by hoping that better times were in store for them. The prizes were then distributed to the children.

A MEETING was held at Garden Reach, Poona, on the 28th August, to hear a lecture by Mr. Jehangir Bomanjee, Petit on "The Education of the Blind." A good assembly of all classes was present.

The Bishop of Bombay, in introducing the lecturer said that among intelligent and thoughtful

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people who desired to help their less fortunate fellow creatures, the very best use to which the fund raised to the memory of their late beloved Queen could have been applied was to support the Victoria Memorial School for the Blind. He pointed out that the fund was not a large one, as the resources of the Presidency had been drained by claims of plague and famine. The people of India loved to work, each for their own caste and community and nobly discharged their duties, but anything bearing the name of a British Sovereign must be for the benefit of all. It was most desirable, therefore, that the value of the school should be demonstrated, as far as possible, its objects brought home to the public.

Mr. Petit then delivered a long and interesting lecture, explaining the methods of teaching of the blind pupils who were then led in, and went through a variety of exercises.

On 26th August His Excellency Lord Northcote, presiding at the distribution of prizes at the Nutan Marathi Vidyalaya, took the opportunity to say farewell to the educational institutions of the Bombay Presidency. He said that his stay would be so short that he could not say farewell personally, and he asked to be allowed to wish them all collectively God-speed. He spoke of the intense interest taken by the Hindu community in education, which they pursued under the gravest difficulties. He pointed out that India is a poor country, and with every desire to help education, the Indian Government's resources were sadly limited. After referring to the increased grants this year, he said he would beg the community at large to believe that although Europeans thought some important educational reforms necessary, they did not seek to tamper with the education of the rising generation or to remodel its basis so as to deprive Indian authorities of their natural legitimate influence. They wanted in this, as in all other questions, to work with the people for the people, and he asked them not to regard the Education Department as aught but sympathetic friends.

THE Kundla Educational Conference was held at Bileshware, near Kundla, for the purpose of discussing the subjects of drawing and object-lessons according to the new standards.

The first sitting was held on the 26th July at Mr. Damji Lavji, the Taluka master, in beginning the proceedings, said that the conference was held at the suggestion of the Piyava, Shelnai, Bhamodra, and Vanda masters. The aim of the conference was to lighten the work of and render all possible help to the masters in the said two subjects. He proposed Mr. Ranchhodji N. Desali, the headmaster of the English School, to the chair. The headmaster after taking the chair requested Mr. Karunashunker to read his essay on object-lessons. Mr. Karunashunker read his essay, Mr. Devchand Damji, then recited the National Anthem and the sitting was adjourned.

The second sitting was held at 8-40 on the following morning. Mr. Jagjiwan read an essay on Kindergarten. Mr. Devchand read his notes on the teaching of the Infant Class, Standard I. and Standard II. Some amendments were proposed by Mr. Gopalji, which were accepted. Then he exhibited his plan of distinguishing colours, by means of buntings. Afterwards he showed how the boys could learn the Vernacular Alphabets by means of a set of playing cards of different colours (specially prepared) and Guyan-baji. Mr. Karunashunker proposed a vote of thanks to Mr. Devchand for the trouble he had taken, Mr. Gopalji then showed how the tables of fractions could be easily and intelligently taught with the aid of wooden quarters and halves. Mr. Jagjiwan then performed four kinds of drill with the boys.

The third sitting was held the same day at 4-30 P.M. The President delivered an address full of suggestions and wholesome advice to his brother teachers and concluded it with a prayer for the long life and prosperity of H. M. the Emperor and H. H. the Maharaja Sahab. The Taluka Master said that the notes would be forwarded to the Deputy Educational Inspector for due consideration as they passed through the conference and proposed a vote of thanks to the Vahivatdar Sahab and the Head Master.

The masters of Kundla, Zinzuda, Vanda, Vijpadi, Olia, Badha, Jera, Pithavai, Piyava, Vavera, Shelnai, Bhamodra, Simran, Dolati, and Gadnakda, as well as the Head Master of the local English School with one of his assistant masters attended the conference. Ten assistant masters were also present.

A MEETING of the members of the Cercle Littéraire-Bibliothèque Dinshaw Petit was held at the rooms of the Cercle on Wednesday, August 5th, when a large number of members and their friends, including several European ladies, were present. The chair was taken by Mous. Louis Vossion, Consul for France at Bombay, and patron of the Cercle.

The first item on the programme was a lecture in French by Mr. Pierre de Bure on "Euenos Ayres." The lecturer vividly narrated his impressions of the Argentine Republic and of its capital and the modes and habits of the people which he had noted during his stay there.

Mr. J. E. Davar, Honorary Secretary of the Cercle, then gave in French a short history of the foundation of the prizes which were distributed that evening to the students who passed the B.A. and Matriculation Examinations of the Bombay University with highest marks in French. He said these prizes were annually awarded by the Cercle's Committee out of the interest of the sum of Rs. 2,000, which the late Sir Dinshaw Manockjee Petit, Baronet, had offered to the Cercle. In the name of the members of the Cercle, the Honorary Secretary offered congratulations to the President of the Cercle, the Rev. Father S. Noti, S.J., and to the Cercle's Vice-President Mr. C. M. Cursetjee, for their nomination at the recommendation of M. Vossion as "Officier d'Academie," Univ. Gall. by the Minister of Public

Instruction in France, in appreciation of their valuable services to the cause of the study of French language and literature. Congratulations were also offered to Madame Vossion on her nomination as "Officier d'Academie." The Honorary Secretary stated that the name of that talented lady as well as that of Madame Francin of Paris were added to the list of honorary members of the Cercle.

Prizes were then awarded by Madame Vossion and the other ladies present to the successful candidates in French at the University examinations at the request of the chairman.

The proceedings terminated with a vote of thanks to the lecturer and to the chairman proposed by the Rev. Father S. Noti, S.J., President of the Cercle.

MR. J. N. MOTIVALA and Mr. B. N. Motivala, B.A., LL.B., having placed at the disposal of the Managing Committee of the Students' Brotherhood a sum of Rupees 600, the interest of which should be used in giving a prize in memory of their father, the late Mr. Narondas Cullindas Motivala, the Managing Committee of the Students' Brotherhood have decided to award a prize annually to the writer of the best English Essay on a subject arising out of a book prescribed for study among the competitors, under the following conditions:—

(1) The book for study will be prescribed by a Sub-Committee specially appointed for the purpose, who will act also as examiners of the essays received.

(2) The essay shall be written at a competition which will be held in the beginning of April, at a place appointed by the Managing Committee. The subject of the essay will be announced on the spot.

(3) The competition is open to all those who have passed the Matriculation or School Final Examination of the Bombay University and are not of more than seven years standing at the time of the competition. Members of the Students' Brotherhood, however, can compete even if they have passed these or corresponding examinations of any other Indian Universities and are not of more than seven years standing at the time of the competition.

(4) If in the opinion of the examiners the best essay shall not have attained a reasonable standard of merit the prize shall not be awarded.

For further information competitors are referred to the undersigned,

R. N. Bijur,

Honorary Secretary, S. B.,

Union High School, Khetwadi, Bombay.

NOTE.—(1) The Sub-Committee for the current year consists of Principal Macmillan, B.A., Prof. S. R. Bhandarkar, M.A., and Prof. N. G. Welinkar, M.A., LL.B.

(2) The book prescribed for study is Morley's Life of Oliver Cromwell.

A MEETING of the Bombay University Senate was held in the Sir Cowasjee Jehangir Hall of the University, the Rev. Dr. Mackichan, Vice-Chancellor, presiding. There was a fairly large attendance of members of the Senate.

FACULTY OF CIVIL ENGINEERING.

Khan Bahadur M. C. Curzban proposed and Mr. N. A. Moos seconded that, as recommended by the Syndicate, Captain Scudamore, Principal, College of Science, be appointed to the Faculty of Civil Engineering, and it was agreed to.

DEGREE OF DOCTOR OF LAWS.

Principal M. Macmillan moved that as recommended by the Vice-Chancellor and the Syndicate and subject to confirmation by the Chancellor, the honorary degree of Doctor in the Faculty of Law be conferred, under section 2 of Act I of 1884, upon Dr. Ramkrishna Gopal Bhandarkar, M.A., C.I.E., on the ground that he was, in their opinion, by reason of eminent position and attainments, a fit and proper person to receive such a degree. In support of his motion, he said he had a very pleasant duty in proposing that the honorary degree of Doctor in Law, should be conferred on Dr. Bhandarkar. Fortunately it did not require much eloquence on his part to show that Dr. Bhandarkar was under the words of the Act a person of eminent position and attainments and a proper person to receive such a degree. Dr. Bhandarkar's reputation as a Sanskrit scholar was so great, that it was hardly necessary for him to do more than to give a bare enumeration of his principal contributions to Sanskrit literature. Dr. Bhandarkar might be said to have laid the foundation of modern Sanskrit Scholarship in Western India by his first and second books in Sanskrit, and by the instruction he gave as Professor of Oriental Languages at the Deccan and Elphinstone Colleges. As early as the year 1874, he had the honour of being invited by Government to attend the Oriental Congress in London. Circumstances prevented him from being able to accept the invitation, but he sent a paper on the Nasik Cave inscriptions. In the year 1886 he was able to attend the Vienna Congress and read a paper there, and other papers were read at the subsequent Congresses. He translated a work for the series of the Sacred Books of the East. The translation was approved by Max Müller, but was not included in the series owing to some disagreement about the conditions. The work, he believed, existed now in manuscript. Principal Macmillan here named some of the most important works in Sanskrit published by Dr. Bhandarkar, and also the several European literary institutions, which had conferred honorary degrees upon him and proceeded to remark that some of these were volumes bristling with not only Oriental but also Western learning, combined with critical acumen such as distinguished Western scholars. Surely it was high time that the Bombay University should wipe away from itself the reproach of not giving due honour to an old graduate, and he confidently anticipated that the Senate would unanimously and cordially support the recommendation of the Vice-Chancellor and the Syndicate.

Sir Bhalchandra Krishna seconded the proposition.

The Hon'ble Mr. Gokhale, in supporting Professor Macmillan's proposition, said it seemed to many

of them that the honour which it was now proposed to confer on Dr. Bhandarkar had been too long delayed, that his own country should have been among the first, and not the very last, to show its appreciation of the learned Doctor's real scholarship and his life-long devotion to the cause of Sanskrit learning. Professor Macmillan had read out to them a list of the distinctions which several learned Societies in Europe had already conferred upon Dr. Bhandarkar. They would see from it that they now came last on the scene, after almost every country of Europe had marked its sense of Dr. Bhandarkar's great scholarship and his distinguished services to the cause of Sanskrit literature. However, it was better late than never: and the speaker sincerely rejoiced that the Syndicate had at last come forward with a proposal which, if accepted—as he hoped and trusted, would be the case—would wipe out a just reproach against themselves. One acknowledgment it was due to this University to make, that it had so far used its power to confer this honorary degree of LL.D. with the greatest judgment and discrimination. Mr. Gokhale believed no one would dispute the learned Doctor's position and attainments as a scholar. But that was not his only claim on the recognition of this University. As a teacher of youth for more than thirty years, he had done more than most men to place high ideals—plain living and high thinking, a quest of truth and devotion to learning for its own sake—before the younger generation of his countrymen, and his influence in this respect had been second only to that of Dr. Wordsworth. There were, he believed, many both in this Hall and outside it, who had been Dr. Bhandarkar's pupils within college walls, and whose relation to him as pupils had not terminated when they left those walls. As one of such men, he (Mr. Gokhale) deemed it his duty to bear testimony to the great value of the influence which Dr. Bhandarkar had exercised all these years on their thoughts and their lives; and it was to him a great privilege that he should be enabled to take part in this movement to honour one who so richly deserved to be honoured at the hands of this University. The proposition was then put to the vote and carried.

The Vice-Chancellor said:—Without leaving the chair and at the risk of being out of order, I should like to take this opportunity of congratulating the Senate on the decision at which it has now arrived. In regard to the remarks which fell from the Hon. Mr. Gokhale I may be permitted to say that one of the first subjects to which I gave my attention on assuming the office of Vice-Chancellor was this question of conferring the degree upon this distinguished member of the University, and I rejoice now that we have the fruit of it in this unanimous result.

UNIVERSITY SCHOOL FINAL EXAMINATION.

The Hon. Mr. C. H. Setalvad moved that as recommended by the Syndicate, the University School Final Examination be not held after the year 1903, and that the regulations regarding it should cease to be in force thereafter. He said the University should never have undertaken the examination. It

had enough to do with its colleges and its examinations.

The proposal was agreed to.

A NEW ENDOWMENT.

A resolution was passed accepting Rs. 6,000 from the Sandhurst Memorial Committee for the purpose of founding a gold medal at the L. M. and S. Examination.

CALCUTTA.

MR. J. A. CUNNINGHAM, B.A., who has been appointed by His Majesty's Secretary of State for India to the Indian Educational Service to fill the vacancy caused by the retirement of Mr. E. F. Mondy, is appointed temporarily to be a Professor in the Presidency College, with effect from the date on which he joins that appointment.

MRS. MOORAT, Inspectress of Schools, Bengal, has left for a tour in the districts of Berhampur and Murshidabad. It is the first time such an undertaking has been taken in hand. Mrs. Moorat is organising a needlework exhibition to be held in December in Calcutta. The Hon'ble Maharaja of Cossimbazar has given a gold medal for plain needlework. The following have promised silver medals: Her Excellency Lady Curzon, Mr. Pedler, Director of Public Instruction, Bengal, and Mrs. Moorat.

A LARGE number of the students and ex-students of the Presidency College assembled on the platform of the Sealdah Station to see Dr. P. K. Ray of the Presidency College off to Dacca where he has been posted. The students garlanded him and had a long conversation with him on the platform. The doctor was deeply touched, and referred in feeling terms to his connection with the Presidency College for the last seventeen years.

THE following report has been submitted by the Committee appointed to select a Tagore Law Lecturer.

We, the members of a Committee, appointed by the Faculty of Law at their meeting held on the 16th May, 1903, to consider and report on the Synopsis and Introductory Lectures submitted by the candidates for the Tagore Law Professorship for 1903-1904, have the honour to submit the following report:—

We have considered the Synopsis and Introductory Lectures of the different candidates, and are of opinion that those of Babu Jogendra Chandra Ghose are the best.

(Sd.) R. Mitra, S. G. Sale, A. F. M. Abdur Rahman, Krishnakamal Bhatlacharjee, and Ram Charan Mitra.

6th July, 1903.

AN extraordinary meeting of the Mahomedan Literary Society was held in the Madrassah premises under the presidency of Nawab Mir Meazam Hossain Sahib of Shaistabad. Khan Bahadur Moulvi Abdul Jubber, C.I.E., delivered a very instructive speech on

"Religion." He lamented the deterioration of the Mahomedans of India and appealed to the entire community to shake off their lethargy and to make the most of their present opportunities. He denounced the proposal of imparting English education to Mahomedan females. He thanked the Government for the liberal policy which it has adopted with regard to Mahomedan education. The meeting dispersed at 4 P.M. with votes of thanks to the speaker and the chair.

OUT of the ten Junior Scholarships allotted to the Orissa Division, the four second-grade scholarships will be awarded to the best successful students of the Division irrespective of districts, and the Orissa Tributary Mahals on the results of the next Entrance Examination. The six third-grade scholarships will be distributed as follows:—Cuttack, including Dhenkanal, 3; Balasore, including Marbhani, 2; Puri, 1: total 6. Scholarships not taken up by the district to which they are allotted will be awarded to candidates from other districts, standing next on the Divisional list. The above-mentioned scholarships may with the sanction of the Director of Public Instruction, Bengal, be held at any one of the affiliated colleges, or any Government medical school in Bengal which the holder may select.

THE Senate of the Calcutta University will proceed in the month of August, 1904, to the election of a Tagore Professor of Law for the term of one year to commence on the 1st of August, 1905. The salary of the Professorship is Rs. 9,000 per annum and the Professor will be expected to deliver a course of not less than twelve lectures on one of the following subjects:—(1) The rules of Interpretation in Hindu Law with special reference to the Mimamsa aphorisms as applied to Hindu Law. (2) The Mahomedan Law of Inheritance according to the several schools with a history of its origin, growth and development. (3) The Law of Specific Relief in British India. Candidates for the Professorship are to forward their applications to the Registrar on or before the 1st May, 1904, stating on which of the above-named three subjects they are prepared to lecture. Each candidate will forward with his application one hundred copies of a brief synopsis of his proposed lectures, and if he so pleases the same number of copies of his Introductory Lecture. The Professor will be expected to commence his lectures in August, 1905, to complete the delivery thereof in the following January and to hold an examination of the students who have attended his lectures. He will be further required to send to the Registrar a complete manuscript copy of his lectures before the commencement of the delivery thereof, failing which his appointment shall be liable to be cancelled by the Senate on the recommendation of the Faculty of Law.

The following paragraphs are taken from the official summary of Sir John Woodburn's administration.

With regard to education, sustained efforts were made to restore the numbers and improve the efficiency of primary schools and their pupils, in regard

to both of which matters there had been a steady deterioration for some years, and out of the 10 lakhs granted in 1902 by the Government of India for the development of education in Bengal, 4 lakhs were allotted by the Lieutenant-Governor for primary schools. In 1900 the whole scheme of vernacular education was brought under review, and an entirely new system was introduced with effect from the following year; secondary education was fostered, and technical and training schools were encouraged. Endeavours were made, especially in Calcutta, to establish hostels and boarding-houses for students, and under the auspices of the Lieutenant-Governor, the Government of Bengal entered heartily into the extensive examination into the question of education in India which was inaugurated by the Educational Conference at Simla in 1901, and has been continued by the labours of the Universities Commission. During the four completed years of Sir John Woodburn's administration, the nett sum expended annually on education in Bengal increased by 13 lakhs, without including the grant of 10 lakhs which was received from the Government of India in the year of his death.

The improvement of the position of the various Government services also received the considerate attention of the Lieutenant-Governor. The Subordinate Educational Service was entirely reorganised in 1898, and in 1901 the inspecting staff of the Education Department was so redistributed as to provide a separate Inspector of Schools for each Division in the Province.

THE following is the text of the Circular, dated Rangoon, the 19th August, sent by the Director of Public Instruction, Burma, to the Inspectors, Assistant Inspectors, and all Government and Municipal Anglo-Vernacular Schools, for information and guidance, and to all Managers of aided Anglo-Vernacular Schools, for information:—

As some misapprehension seems to have arisen in connection with the working of the orders contained in this Office Circular of July 15th, I have the honour to inform you, that from very many sources—officials, (European and Burmah) School managers, headmasters, parents, and guardians, representations have been made to me, that for the purposes of the Education Code, Chapter IV, page 108 (iii), the military salute was objectionable, and contrary to the rules and observances of society. Urgent and strong requests have been made, that each nationality should be allowed to follow its own customs and usages. In some unaccountable way, the idea has got abroad that the military salute has been ordered by the Education Department; this is entirely erroneous. The mistake seems to have arisen from the use of the word "salute" in the section of the Code referred to above. To give effect to the representations that have been made, the Circular referred to above was issued, and its intention is to do away with any stereotyped and foreign procedure, repugnant to any section of the community, whose children attend the Anglo-Vernacular Schools of the province. The object is to

give each nationality an opportunity of conforming to its own customs.

In enforcing the orders, you are requested to give any pupils, whose parents and guardians expressly request it, permission to follow such methods as they—the parents and guardians—may desire, provided the ordinary forms of courtesy and respect are observed. The request of the pupil alone will not suffice; it is one of the express duties of schools to co-operate with the parents and guardians of pupils.

All that is needed is that each nationality may have the opportunity of following its own customs; that pupils are taught in Anglo-Vernacular Schools to behave to their teachers and superiors, in schools and out, like gentlemen, with that courtesy and deference, that is the foundation of all society; and that parents and guardians, and society generally, have no ground for complaining that English education is undermining the authority of parents over children, or is upsetting the wholesome and necessary rules of society that regulate the conduct of boys to their seniors. No servility in tone or manner is demanded, but boys must be clearly given to understand that absence of courtesy in their manner, and the disuse of the ordinary terms and expressions due from a boy to his seniors, are no part of manliness, of independence, or of liberty. Pupils must be courteous and respectful, and teachers must set them the example in their own behaviour to their seniors and the pupils entrusted to them. The outward expression of this courtesy and respect can be shown as indicated above and by a quiet, respectful following of the guidance of parents and guardians, and of the society to which they belong.

In all respects, the rules on page 108, Chapter IV, of the Education Code remain as before.

The year's results of the Reformatory Schools at Alipore and Hazaribagh, are at once interesting and disappointing. There has been a steady increase in the number of boys admitted during the past four years, and a noticeable improvement in the method of dealing with juvenile offenders generally according to the special provisions of the Criminal Procedure Code and the Reformatory Schools Act. In this connection it is satisfactory to see that an increasing number of boys are being released or discharged on probation of good conduct. As regards health and education, also, the Reports are creditable. They ought, indeed, to begin to show a decidedly progressive movement now that the schools are removed from the Jail Department. The less satisfactory aspect of the year's working in the industrial aspect, which, indeed, seems so far to be rather in the nature of a forlorn hope. The established rule is to send boys of the agricultural classes to Hazaribagh, where agriculture and market gardening are taught, and boys of the industrial castes to Alipore. The aim of the Government is to get the boys taught the trades which they may be expected to follow in after life, and last year the Lieutenant-Governor laid very marked emphasis upon this point. The reply of the Board of Management is that, with the best will in the

world, the task is beyond their power. Their tables show that the 211 boys who were in the school at the time belonged to 44 different castes, and that their fathers followed no fewer than 63 different occupations. However, the Board is not without hope of doing something in the way of providing industrial training that shall be to some extent fruitful. Perhaps, however, there is more to be hoped for from a careful following up of the boys after they leave the schools than from the seemingly impossible attempt to make the work of the Reformatories fit in with the perplexities of the Indian social order.

A MEETING of the Senate was held at the Senate House, College Square, on Saturday afternoon, 22nd August. In the absence of the Vice-Chancellor, Mr. A. C. Edwards, occupied the Chair, and there was a fair attendance.

TAGORE LAW PROFESSOR.

The following recommendation of the Faculty of Law was confirmed:—That Babu Jogendra Chunder Ghose, M.A., B.L., be appointed Tagore Professor of Law for 1903-1904, and that the subject of his lectures be the Hindu Law of Impartible Property, including the Law of Endowments.

M.A. EXAMINATION IN MATHEMATICS.

The Registrar laid before the Senate the following Resolutions of the Board of Studies in Mathematics on the two points raised by Mr. C. Little, M.A., with reference to the M.A. Examination of 1902 in Mathematics, Group B, referred to the Board for consideration and report by a Resolution of the Senate, dated the 25th April, 1903:—Resolved (1)—That, in the opinion of the Board, the direction given by the Examiner ("candidates must not attempt more than nine questions") in papers 3 and 4 in Mathematics, Group B, is misleading. Resolved (2)—That, in future, it be a direction to Examiners that when a choice of questions is given, every possible set of questions that might be chosen should carry 100 marks, as required by Rule 2 of the Rules for Examinations. Resolved (3)—That in the opinion of the Board the questions in papers 3 and 4 in Mathematics, Group B, were exceptionally difficult and did constitute a departure from the standard of past years. Resolved (4)—That a recurrence of such departure be prevented by a strict enforcement of Rule 9 of the Rules for Examinations.

Mr. C. Little moved that the resolutions be incorporated in the proceedings of the Senate, and that a copy be sent to the candidates.

Babu Gouri Sunker Dey seconded the resolution. The Hon'ble Mr. Ashutosh Mookerjee moved as an amendment that the Senate do approve of these four resolutions.

Mr. Havell seconded the amendment which was put and carried.

UNSUCCESSFUL L. M. & S. CANDIDATES.

The next item of business was the following:—The Syndicate do recommend to the Senate that such of the unsuccessful candidates at the recent First L. M. & S. Examination as are not permitted by the

authorities of the Medical College to attend lectures in the subject or subjects in which they failed, be admitted to one or more subsequent examinations, without the certificate required under paragraph 10 of the Regulations for the First Licentiate Medical Examination.

Mr. C. Little moved the following amendment:—That the matter be referred back to the Syndicate, with the request that the opinion of the Principal of the Medical College be obtained on the question, with the intimation that the Senate is inclined to regard the application favourably, and requesting him to reconsider his decision.

Maulvi Ataur Rahman seconded and Dr. S. C. Sarbadhichary supported the amendment.

After a good deal of discussion the amendment was put and lost.

The original motion, namely, the recommendation of the Syndicate, was then put and carried.

TAGORE LAW LECTURES.

Babu Jogindro Chunder Ghose moved that clause 7 of the scheme for lectures in connection with the Tagore Law Professorship be altered as follows:— "The Professor shall send to the Registrar a complete manuscript copy of his lectures before the commencement of the delivery thereof, failing which his appointment shall be liable to be cancelled by the Senate on the recommendation of the Faculty of Law. In the event of his appointment being cancelled, the Senate shall take steps for the appointment of a lecturer in his place." The reason for the change, he said, was that there had been great delay on the part of Professors in completing their books of lectures.

The motion was put and carried.

The remainder of the business disposed of was purely formal.

UNITED PROVINCES AND PUNJAB.

Four years ago His Highness the young Nawab of Bahawalpur built a handsome masjid in the grounds of the Aitchison Chiefs' College for the benefit of the Mahomedan boys. At the recent Conference in Calcutta which dealt with the needs and organisation of Chiefs' Colleges great stress was properly laid upon the necessity of the boys receiving instruction in their own religion. An appeal is now being made by Colonel Hutchinson, Governor of the Aitchison College, to the Punjab States and native gentlemen interested in that institution for subscriptions to build in the grounds a gurdwara for the Sikh and a temple for the Hindu scholars.

In the Punjab a good deal has recently been done to promote commercial training. Classes have been formed in the Central Training College and Model School for the teaching of shorthand, typewriting, book-keeping, commercial geography, etc., and for the opening of commercial classes in connection with a number of High Schools. A list is being prepared of those who have passed the Clerical and Commercial examination of the Punjab University; this list will be circulated among employers of labour, who rightly

complain that at present rapid shorthand writers are hardly to be found in this province. Good pay awaits any well-educated youth who can use the type-writer and also write shorthand; it is a pity that at present the type-writing expert is so often shaky in spelling and grammar, and it is clear that it is sheer waste of time for the reporter to have to transcribe his shorthand notes into longhand for the benefit of the "typist." In the present circumstances it may be a good thing that so many half-educated girls should find employment in manipulating the "Remington," but in the course of time it is certain that heads of offices will not be satisfied with mere mechanical dexterity, and will demand a knowledge of shorthand and a sound general education. The gain to Government will be incalculable. The Punjab Government has just arranged to distribute a dozen "Remingtons" to various institutions, the managers of which would be well advised to appoint teachers of shorthand, if they can find them.

THE Director of Public Instruction has been asked by Government to submit proposals for revising the curriculum in Primary Schools in the United Provinces. It is proposed to restore to the Primary course simple Mensuration and such easy examples in Compound Interest as will be useful to boys hereafter in their dealings with the village banker. Another proposal is that the study of English should be commenced earlier. As to the admission of private candidates to classes above Class IV, it should be a condition that such boys can read and write either Hindi or Urdu, unless they come from places outside the United Provinces. It has been decided that the Primary Examinations should be abolished in Anglo-Vernacular schools and that, in future, claims to promotion shall be determined by Headmasters and Managers subject to the general approval of Travelling Inspectors.

DR. ZIA-UD-DIN AHMAD, M.A., D.Sc., of the Aligarh College, who proceeded to England as a State scholar in 1901, to complete his mathematical studies, has been declared to have attained the standard required of advanced students for Part II of the Mathematical Tripos at Cambridge. Dr. Zia-ud-din is the first Mohammedan and the second Indian—the first Indian being Mr. Pranjape, to have appeared in and passed this examination. Part II is the final standard of the Mathematical Tripos at Cambridge. Dr. Zia-ud-din, according to a rule of the University, which laid down that any student who had passed either the M.A. Examination in Mathematics or the D.S. Examination of any of the Colonial or Indian Universities in the highest standard, could be allowed at Cambridge to appear in the final examination for Mathematical Tripos, was admitted there by the University authorities as an advanced student and consequently exempted from appearing in the examination of Part I of the Tripos, which in fact is the examination for the B.A. degree and success in which in the First Class is popularly called "Wranglership," which is considered a much coveted distinction at the University. To Part II of

the Tripos any of those students are allowed to proceed who have attained the highest positions in Part I, and have shown great aptitude for Mathematics; so it is generally the Senior Wranglers, i.e., those who head the list in Part I, or some two or three men of the top, who go in for Part II.

THE recently published lists of the Roorkee College Entrance Examinations show that there were 70 candidates for the Engineer class. Of these, 44 were natives, including 12 graduates. One of these a Master of Arts, took the highest place, followed closely by another native candidate. Thirty-two of the 70 candidates were successful, 15 of these being natives, and 17 Europeans. Of these 17 no less than 11 are from La Martinière College, Lucknow, with the third place on the general list, this being the highest place taken by any European school. All the other European schools together passed six. Thirteen candidates are shown as having passed the Upper Subordinate examination. Six of these, including the highest on the list, are from La Martinière College, Lucknow.

THE Teachers' Association of the United Provinces of Agra and Oudh, writes the *Advocate* of Lucknow, has recently had a most interesting and inspiring five days' session at the Isabella Thoburn College Lucknow. The programme was an interesting one. It included papers on methods of teaching, normal and kindergarten work, natural history studies, hygiene, school discipline, etc., which elicited general discussions. Eighteen different Girls' Schools were represented. The next meeting of the Association is to be at Dehra Dun in July, 1904. An important feature of this session will be an exhibition of work done during the year in the various Girls' Schools of these Provinces.

General Notes.

THE new Provost of Worcester College, Oxford, is the Rev. C. H. O. Daniel, proprietor of the Daniel Press, and affectionately known to many generations of Oxford men as "the woolly bear." Mr. Daniel is credited with a smart retort to an undergraduate who had to pay an unwilling call upon him when he was proctor. "A fine morning, sir," remarked the undergraduate, wishing to establish genial relations. "A five-shilling fine morning, I'm afraid," said Mr. Daniel.

MR. F. HOWARD COLLINS, a friend and disciple of Mr. Herbert Spencer, is desirous of introducing a system of uniformity in printing, and with this object is engaged in the compilation of "Suggested Rules for Authors and Editors, Composers and Readers," with a view to codify and systematise the spelling and printing of English words. In regard to the custom of some printers in omitting the comma before the "and" in a collocation of words as "black, white, and green," Mr. Herbert Spencer writes to Mr. Collins: "I have habitually ignored the printer's

rule of omitting the comma where there is an 'and.' To me the comma is of value as marking out the component elements of a thought, and where any set of components of a thought are of equal value they should be punctuated in printing and in speech equally." "The printer's rule in respect of 'and,'" Mr. Spencer characteristically concludes, "I totally disregard." We concur.

THE report of Kikuchi Dairoku, Japanese Minister of Education for the year 1901-2, gives an interesting insight into educational affairs in those far-away lands. We are indebted to the *New York Sun* for a brief yet clear statement of the case.

It appears that in Japan, during the school year just ended, the percentage of children of school-age receiving the prescribed course of elementary instruction was 90.25 for boys and 71.75 for girls. The total number of elementary schools was nearly 27,000. The number of teachers fell but a little short of 93,000, and the total number of children in the schools exceeded 4,683,000. The percentage of the enrolled pupils who attended daily was 84.61. These are remarkable figures, and it is no less noteworthy that the training of both male and female teachers for the elementary schools receives careful attention, and that the appliances and hygienic conditions of the school buildings are undergoing continual improvement.

As regards the next higher grade of instruction there are now seven secondary schools in different parts of Japan, which are intended as preparatory for the universities. There are also a number of special schools in which the direct practical applications of the subjects studied are kept in view. Thus, in the Tokio Foreign Languages School the following eight languages are taught: English, French, German, Russian, Italian, Spanish, Chinese, and Korean. The Tokio Fine Arts School provides five courses of study, including painting, designing, sculpture, architecture, and industrial fine arts. The Tokio Academy of Music furnishes complete instruction in both Japanese and foreign music. There are technical schools intended to prepare men to take charge of industrial operations. Thus the agricultural school at Suppro is designed to train agriculturists for the island of Yezo, which is to Japan what Alaska is to the United States. The Tokio Technical School trains managers and foremen of factories, and a similar institution, already fully equipped, has been started in Osaka. Even the commercial aspect of education is not overlooked; the higher commercial school in Tokio has 53 instructors and 666 pupils.

THERE are in Japan two universities—namely, the Imperial University of Tokio and the Imperial University of Kyoto. The former comprises a university hall and six colleges of law, medicine, engineering, literature, science, and agriculture. The College of Engineering offers nine courses, to wit—civil engineering, mechanical engineering, electrical engineering, naval architecture, technology of arms, civil architecture, applied chemistry, technology of ex-

plosives, and mining and metallurgy. The total number of resident instructors is 222, and there are thirty-five assistant-professors now studying in foreign countries. The students number 2,880, and include eleven foreigners, one of them a native of the United States. The University of Kyoto, though founded much later than that of Tokio, includes, besides the university hall, colleges of law, of medicine, and of science and engineering. The College of Science and Engineering provides courses in mathematics, physics, pure chemistry, chemical technology, civil, mechanical, and electrical engineering, and mining and metallurgy. There are already twenty-five professors and 186 students.

When we add that there are laboratories for special purposes and many public libraries we are in a position to appreciate the astonishing progress in education made by Japan within thirty years.

"In Germany attendance is everywhere compulsory by law; parents are fined or imprisoned if children are absent a day or two without valid cause."—*Report of Irish Manual Training Commission.*

"In the Berlin schools, every morning, the names of absentees are written on the blackboard in each room, and a list of them is furnished to the director, who hands them over to a town officer for inquiry and subsequent action."—*Ditto.*

"The French Compulsory Education Act starts with the assumption that a pupil is bound to attend every day; if he exceeds four absences (that is, two whole days) in the month his name is forwarded by the teachers to the Attendance Committee, who can demand explanation and inflict punishment on the parents if they do not get satisfaction. In Paris and other large towns it appears to be admirably carried out. Whenever a pupil misses one single attendance, a formal letter demanding an explanation is sent to the parent."—*Ditto.*

"A register of attendance is kept by each teacher, and at the end of each month the total absences (not excused) of children between six and fifteen years old is forwarded by the Schul-Kommission to the Cantonal Polizei-Direktion in the neighbouring town. They in turn set in motion the policeman in the Commune (he is appointed by, and is the servant of, the mune) who is appointed by, and is the servant of, the Canton, and the fine is claimed, or a summons to the County Court is presented, as the case may be. By a recent change in the law the penalties have been made much more severe than before. The same process is followed also in the case of the added courses, which, if the Commune decides to have them at all, must be compulsory. For these the fine is 20 cents for each hour missed."—*Mr. Morant on Swiss Education, in Third Book of Special Reports.*

FROM A CHILD'S POINT OF VIEW.

An interesting experiment was once tried (a writer tells in the *Young Women*) to trace the stages of

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development of a baby's mind with the aid of a mirror. For a long time the child looked at its reflection vacantly, as birds do. Then he showed fear of it, as some animals do. But it is part of the scheme of things that with fear comes courage, and the next step in the child's development was when it grasped the glass with one hand and struck at its reflection with the other. Still it did not occur to him that he was being deceived, and it was not until the child was a year old that he looked behind the glass to see if anything was there. Cats and monkeys have been known to do the same thing.

SOME CHILD SAYINGS.

The first conscious thoughts of most of us, perhaps, says the same writer, had something to do with the mystery of things. "Shall we all die?" a little boy asked the other day, and the answer, "Yes," paved the way for the very pertinent query, "Who will bury the last man?" The boy's memory was better than his understanding when he declared that the walls were built around Jerusalem to "keep in the milk and honey," and his case was more pardonable than that of the little girl who buried a note in the ground, saying, "Please, Mr. Satan, come and fetch auntie."

THE IDEA OF BEAUTY.

The idea of beauty in children is strangely varied. A teacher at a Manchester school some years ago gave thirty children five minutes to think over the most beautiful thing they ever saw. Five chose the moon and stars, two the sun, and one the setting sun. One of the five who chose the moon stipulated that he meant only the full moon. Two children chose flowers, two scenery, and two birds. Not one chose a human face! The snow, the rain, a butterfly, a tiger's skin, salt, silver and gold, a brooch, pink silk, all had one vote each, and a little Jingo declared that the Union Jack was the most beautiful thing in the world!

ON July 29 was celebrated the twelfth anniversary of the death of Iswar Chandra Vidyasagar—scholar, writer, philanthropist, and reformer—who, if the Judgment of his contemporaries should prove able to stand the test of time, will share with Raja Rama Mohan Rai the honour of holding the highest place among the Bengali leaders of the nineteenth century. During his lifetime he exercised an influence wide and deep over the opinions and conduct of his countrymen, and since his death in 1891 his work has been annually commemorated and the story of his struggles and triumphs has become part of the intellectual wealth and the spiritual inspiration of Young Bengal.

He came of a poor Brahmin family and was born in 1820 at Birsingha, a village some fifty miles to the west of Calcutta. The name Vidyasagar (ocean of knowledge) by which he afterwards came to be known, is an educational title, won by him from the Sanskrit College to which he went at the age of

nine. At twenty-one he was appointed Head Pundit of the Fort William College, founded by Lord Wellesley in 1800 for the education of young Civilians in the vernacular languages. Here he came into contact both with leading Englishmen and Indians, and quickly made his mark as one of the ablest and most independent reformers of his time in India. Lord Hardinge made use of him in connection with the establishment of the Hardinge Schools, he was made Principal of the Sanskrit College, and on the death of Drinkwater Bethune Sir Frederick Halliday placed the Bethune College under his management. In connection with Sir Charles Wood's historic despatch of 1854 Vidyasagar drew up a thorough report, and worked vigorously in the movement of which the educational system in Bengal to-day is the product.

These things, however, absorbed only a part of Vidyasagar's energies. His interest in literature was untiring, and by virtue of his work in those years he ranks as one of the makers of modern Bengali literature. His first noteworthy work, published in 1854, was "Sakuntala," an adaptation of Kalidasa's classic Sanskrit drama, and three years later appeared what is commonly reckoned his greatest achievement in literature—"Sitar-Banabas," a Bengali adaptation of another famous Sanskrit play. Together with Akhay Kumar Datta, his literary rival and educational associate, he was influential in creating the standard of Bengali prose, which, indeed, has continued to bear the stamp of his manner and form. It was at this time, moreover, that he gained fame of another kind—fame which in the eyes of his orthodox co-religionists was indistinguishable from infamy. In 1855 he proclaimed that the perpetual widowhood of Hindu women who had lost their husbands was not enjoined by the *Sastras*. The outcry evoked by this pronouncement was, says Mr. Romesh Dutt, unparalleled in the history of the nineteenth century. There was not a town or village in Bengal, where it was not discussed, not a Bengali home where it was not the subject of horrified comment. Vidyasagar, however, remained unmoved. He fought his opponents with argument and learning and enlisted in his cause the foremost Bengalis of the time—Prasanna Kumar Tagore, Ram Gopal Ghose, Chandra Sinha, and others. He died on this day in 1891, and his fame is preserved as the reformer of Sanskrit education in Bengal and a founder of vernacular and female education, as a writer of distinction, and, perhaps above all, as one of the most powerful and courageous of those who, against an immense resisting force of religious orthodoxy and social prejudice, have worked for the enlightenment and emancipation of the Indian peoples.

In the Mathematical Tripos of the University of Cambridge, Part I, Mahim Chandra Ghosh, Government of India scholar (St. John's College) passed (bracketed) 39 in the list of Senior Optimes.

Zia Uddin Ahmad (Trinity College), Advance Student, has attained the standard recognised for Advanced Students in Part II, of the Mathematical Tripos.

Mr. Z. U. Ahmad is a Professor in the M. A.-O. College at Aligarh.

In the Moral Sciences Tripos, Part I, A. A. Mirza (St. John's) passed in Class III, Division I. In Part II of that Tripos Manohar Lal (C.) B.A. (St. John's) passed in Class I. (The letter C. denotes that the candidate was examined in Political Philosophy and Political Economy.) Surat Kumar Ghosh (Trinity) passed in Class III.

In the Law Tripos, Part II, W. M. Hyder Beg (Christ's) passed in Class II. S. Ramdas (Christ's) and K. A. Salam Khan (Christ's) in Class III.

The following are the awards of the Council of Legal Education upon the recent General Examination (L. I. means Lincoln's Inn, I. T., Inner Temple, M. T., Middle Temple, and G. I., Gray's Inn):—

Final.—Class II.—J. C. Bilimoria, F. de Zulueta, L. I.; P. K. Mukerji, M. T. Class III.—Murtaza Ali Altof, L. I.; B. N. Chowdhry, G. I.; M. R. Dixit, I. T.; K. S. Grewal, L. I.; Abdul Hakim, G. I.; Mirza Hyder-Beg, L. I.; T. G. Nayar and S. S. Patker, M. T.; Suryakant Ramdas, M. T. Evidence, Procedure, and Criminal Law.—Class II.—M. A. Bari, L. I.; A. C. Dutt, M. T.; Hussein Khan, I. T.; N. M. Tarachand, M. T. Class III.—M. A. Ali, L. I.; P. K. Bose, M. T.; M. R. Dixit, I. T.; M. A. Fakih, L. I.; Aboul-er-Magd Ibrahim, I. T.; K. A. S. Khan and M. Mehdi Khan, I. T.; Mohsin A. Khan, M. T.; K. S. Menon, M. T.; H. A. Mi, L. I.; S. C. Mitra, and C. M. Nayar, M. T.; T. R. Phookun, G. I.; S. M. Zarif, G. I. Constitutional Law and Legal History.—Class II.—F. de Zulueta, L. I. Class III.—Bidyutprakash Gangopadhyay, I. T.; Birendranath Sasmal, M. T.; R. A. P. Sriwardana, G. I. Roman Law.—Class II.—G. H. Thomas, M. T. Class III.—S. A. Bilgrami, L. I.; S. Asghar Husain, G. I.; F. B. Motiwala, G. I.; M. C. Naidu, L. I.; Mahesh Parsad, M. T.; S. P. Sen, G. I.

The following were called to the Bar on June 24:—

Lincoln's Inn.—Kher Singh Grewal; Ali Altof, Punjab Univ.; Murtaza Hyder-Beg, Christ's Coll., Camb.; Khan Mirza Nusrullah; Pandit Ganga Prasad Misra; Jwala Prasad Varma; Sant Ram Suri, Inner Temple.—M. R. Dixit, Camb.; G. K. Kan Aga, Oxford; Balkrishna Bhagwandas Joshi, Camb., and B.A., LL.B., Bombay. Middle Temple.—Suryakant Ramadas, B.A., Christ's Coll., Camb.; Sheikh Makbul Hosain, B.A., Allahabad Univ., M.B.A.C. gold medallist, late scholar of the Royal Agricultural Coll., Cirencester; Sahik Shahid Hosain, B.A., LL.B., Christ's Coll., Camb. Mahomed Razzaq Baksh Kadri, honours, merit certificate holder, Royal Agricultural Coll., Cirencester; Akbar Shah. Gray's Inn.—Bhupendra Nath Chowdhry, B.A., Prosanno Kumar Sen, scholar of John's Coll., Camb., B.A., S. T. Raj, B.A., Calcutta Univ., Nirmal Chandra Sen.

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All contributions, books for review, &c., should be addressed to the Editor, Central College, Bangalore. 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.

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The Educational Review.

It is stated on good authority that the Indian Universities Bill is likely to be introduced at the next sitting of the Supreme Legislative Council and that it will deal at any rate with the reconstruction of the Senates and Syndicates. When the pro-

posals of the Bill are actually published there will no doubt be a stiff breeze on the educational seas, but meanwhile we are in the doldrums. Among the topics that English newspapers have had recourse to in the current silly season is the oft recurring question of school holidays; and a similar discussion with regard to European and Eurasian schools has been carried on in our own Indian journals as well. There is no doubt that a good deal of time is lost, but on the other hand there are two or three not unimportant considerations. One is that whatever may be the best for the boys, the holidays are an indispensable necessity for the teacher. And another point is that a considerable amount of additional time is lost by the action of parents themselves—not, we presume, those who complain. It is no uncommon thing for headmasters to receive applications for extension of holidays at the beginning and end of vacations based on the most trivial grounds. The boy's aunt is staying in the house, or his father is about

to be transferred and he is needed to help in the packing, or there is some one sick that requires nursing; all these and many other excuses, which would find a short shrift at the hands of an English board school attendance officer, are seriously put forward. It is in things like these that the extremely unsatisfactory character of the average Anglo-Indian school population is manifest; they reveal a slackness and an absence of tone which are the despair of those who are in authority over them.

Another burden which the headmaster has to bear is the problem of his assistants. Good men it is as a rule impossible for him to get at the price which his governing body is prepared to pay; inferior men are not respected by the boys and the fibre of the school suffers. We know of a school—a school with a good reputation—where the head has had to dismiss three house masters in less than eighteen months: the first, an ex-soldier, was in the habit of sitting in the dormitories smoking, and surrounded by smoking boys; the second became hopelessly involved in debt; the third was a drunkard. One instance like this—and we believe the case could be paralleled over and over again—will show how very far from satisfactory things are at present, and how almost impossible it is for a school to be worthy of the name.

We referred last month to the Viceroy's speech on the future of these schools. Unfortunately a reperusal of His Excellency's remarks do not give us the impression of anything very definite; and what is aimed at seems to be rather a tinkering and a patching up of existing conditions than an attempt to re-organize the whole system. We had occasion to complain that the recommendations of the Indian Universities Commission did not

in many respects go far enough; something of the same kind appears likely to be the danger here. It is gratifying, however, to note that in the North (which has taken the lead in this matter) definite proposals are about to be discussed that for each province there shall be one thoroughly good hill-station school—at Simla, Mussoorie, and Darjeeling respectively. Amalgamation and concentration certainly seem to be the chief need. It is not long since we mentioned a suggestion that Bishop Corrie's in Madras should unite with Doveton; and there are other cities, e.g., Bangalore, where the educational forces might well be strengthened and economized by union. An excellent institution has recently been started at Kodaikanal which might be considerably developed. But none of these touch the case of the parent in the small station who cannot afford to send his boys and girls to Madras or Bangalore or the hills for their education. Such a one writes to *The Madras Mail* of October 26th. We have every sympathy with his difficulties, but we think he goes out of his way when he attacks the missionaries for not attaching Eurasian departments to each of their native colleges and schools, and for thus encouraging the native in taking the bread out of the European or Eurasian mouth!

According to his recently published report the Director of Public Instruction in the Central Provinces appears to be fairly well satisfied with the present condition and recent progress of Education in that agency. During the past official year there certainly appears to have been a considerable amount of advancement, so far as facilities for education and the numbers availing themselves of

those opportunities are concerned. The number of schools increased by 24, and the report states that the aggregate total of scholars attending these institutions increased during the year from 142,720 to 158,332 or by ten per cent. British and Feudatorial territory alike shared in this increase which was due mainly to greater prosperity in the country. However, the educationist has many difficulties to contend with. When seasons are bad, the resultant depression always has a marked influence upon school attendance; when seasons are good, the village schoolmaster also has to complain that his scholars fail to attend to their studies in the way that he would desire. Last year, for instance, although the numbers attending the schools were greater, they were by no means so good as might have been the case. A good cotton crop created a great demand for field labour, and many of these, old enough to engage in the daily toils of the cultivator, were to be found working on the land instead of prosecuting their studies in sight of the schoolmaster's desk. Then there appears to be something slightly wrong with the method of teaching, for it is pointed out in the resolution upon the report that in the infant classes it is very common to find children who have been attending school for months who have hardly learnt a single letter.

Perhaps after all it is not the teacher who is to blame, but the attendance officer or rather the fact that there is no attendance officer. An official report by the Deputy Commissioner of the Chanda District tells us that very often the village schoolmaster has no children in his school. When it becomes known that an official is coming round on tour children are picked up in the village or

called in from the fields, given slates and pencils, and instructed to howl in unison the names of one or two letters. The officer gets an impression of unwearied industry, gives the children a rupee or two to have a feed of sweets, and warns the schoolmaster against overworking the scholars. When the officer has departed the children depart also, and get no more instruction till the next time somebody is out on tour.

The result of this system used to be that the percentage of village children who really learned enough of the vernacular to pass a simple examination was very small. Now in most parts of India it has been decided that village schoolmasters are not to be paid by the results of examinations. The consequence is that they have less inducement than ever to carry on their schools properly. Parents do not object, for the reason that Indian parents do not particularly desire that their children should waste their time in learning the vernaculars. In this connexion *The Englishman* remarks that it has been "again and again pointed out, what the Indian parent desires is that his children should learn English. The Government, however, does not want the people of India to learn English, quite forgetting that until the people know a European language they must remain buried in superstition and ignorance, which are far worse enemies of orderly administration than a few Babus mouthing sedition. Every ignorant man is a potential source of danger to society, while only a few English-educated natives are really vicious opponents of the British Raj."

Another circumstance which militated against more satisfactory results was the continuance of plague. Severe outbreaks

Plague, School Gardens, and Salaries.

of the disease caused the attendances of collegiate institutions especially to suffer severely. A feature of the year's work was the eminently satisfactory progress in respect of agricultural instruction. The school gardens have been extended, and in a country in which the bulk of the inhabitants are agriculturists there can be no doubt that the horticultural and agricultural knowledge gleaned in this way will prove very useful to the scholars when they take up the inevitable vocation of their future life. A complaint is made in respect of the salaries granted to the teachers. In the colleges and secondary schools the remuneration at present offered does not attract men whose attainments are such as are likely to make the standard of tuition very high. However, the Chief Commissioner, who has a very proper regard for the educational necessities of his charge, will doubtless make an endeavour to remedy this matter. Those who are responsible for the administration of education in the Central Provinces seem to have done their work well, and they are to be congratulated upon the measure of progress gained during the past year.

A correspondent writing to *The Madras Mail* recently deplored the slackness of the Indian Universities in the matter of adopting the new methods in regard to the teaching of Geometry. It is a well-known fact that consequent upon the Report of the Committee of the Mathematical Association practically every examination of importance in England has abandoned the old paths. The paper here quoted, set for Matriculation at London last month, is an excellent example of this:—

[Euclid's proofs are not insisted upon. Where graphical methods are employed, the various steps of the constructions should be indicated.]

1. On a base of 2 inches construct a triangle with sides 2.3 inches and 1.7 inches. Show all possible positions, and prove that the angles of one of the triangles are respectively equal to those of another.
 2. Prove that the area of a triangle = $\frac{1}{2}$ base $\times$ altitude. Show how to construct an isosceles triangle equal in area to a given triangle.
 3. The sides of a triangle are 2.6 inches, 2.4 inches and 1 inch. State and prove the proposition by which it may be shown that one angle of this triangle is a right angle.
 4. Construct a square 6 square inches in area, and prove your construction.
 5. Describe a circle of 2.5 inches radius, and take a point 1.2 inches from its centre. Draw the shortest possible chord of the circle that passes through this point, and find its length by calculation as well as by measurement.
 6. Find the locus of the centres of all circles touching a given straight line at a given point. *ABC* is an equilateral triangle, side 2 inches. Describe a circle touching *AB* at *A* and passing through *C*.
 7. *A* and *B* are two points 3 inches apart. The point *P* moves so that the angle *APB* is always 60° . What is the locus of *P*? Construct it.
- If *O* be the middle point of *AB*, prove that *PO* cannot be less than 1.5 inches.
8. In a circle of 2.7 inches radius, chords are drawn through a point 0.7 inches from the centre. What is the area of the rectangle contained by the segments of one of these chords?
- If the point were taken 3 inches from the centre of the same circle, what similar connection would there be between all chords drawn through the point?
9. Describe an equilateral triangle about a given circle.

And from New Zealand, Tasmania, Adelaide, and the Canadian schools there comes news of a similar change. Apparently the adage 'you can't hustle the East' is receiving fresh verification in the slowness with which this

question is being mooted in India. But indeed there is a general stillness in the air just now, and until we know what shape the proposed University legislation is to take we can hardly be blamed for reserving our reforming energies. Were it not for the anticipation that all our curriculums are about to be thrown into the melting-pot there is little doubt that the Madras Degree Courses in Mathematics, for example, would have come under revision before this. Still it is well to remember that it will take some time for teachers and scholars to get adjusted to new methods, and if the changes are sprung too suddenly upon our schools and colleges, catastrophe and dissatisfaction are not unlikely to ensue.

Mrs. Annie Besant has made the very interesting announcement that it is her intention to found a Hindu College for Girls in Benares on the same lines as those which have proved so conspicuously successful in the case of the college for boys. A sum of six (or, according to another account, ten) lakhs of rupees, it is estimated, will be needed as an endowment fund, and it is understood that about half the amount has already been subscribed or promised. This makes the project look very hopeful. No one knows better than Mrs. Besant herself that it is beset with difficulties of a peculiarly intricate and delicate kind, and that success can only come with infinite labour and patience. But such difficulties have never been known to daunt Mrs. Besant, and there are many in India and England, who, while they do not find themselves in intellectual agreement with her, or in full sympathy with her attitude towards the Indian people, will wish her complete success in her latest undertaking.

The excellence of the system of female education in Madras has often won high praise. The most recent commendation of it comes from Miss Francis, Inspectress of Girls' Schools in the Punjab, who was deputed by the Punjab Government to visit the several schools in the Presidencies. This lady visited several Madras schools, her chief object being to examine the system obtaining in the training schools and kindergarten classes with a view to submit to the Punjab Government, for adoption by the Educational Department of that Government, suggestions gathered by her during her visit. Miss Francis had previously visited some of the Girls' Schools in Calcutta, and in Madras she inspected the Presidency Training School, the Collegiate School, and the Presentation Convent School, Vepery, as also the Hobart School, Royapettah. She expressed herself thoroughly satisfied with all she saw and said that it was an acknowledged fact that educational progress in Madras was far and away ahead of that of any other city or town in India.

A recent number of *The Academy and Literature* contains a letter from a gentleman who mildly criticizes the articles entitled 'Suggestions for English Reading' which have been appearing in *The Indian Ladies' Magazine*. Ruskin's 'Sesame and Lilies' and Patmore's 'Angel in the House' he would pass, the latter with some reluctance; but Grahame's 'Golden Age' and Stevenson's 'Virginibus Puerisque' he draws the line at, "for without knowing the nature of English people well, and without knowing the English language well, how would it be possible to appreciate the delicate flavour of these books?" It is of course possible that here and there

there is a *rara avis* among Indian ladies who can taste the real nectar of such essays, but for the general, even of educated womanhood in this land, they must we fancy be caviare. And it would probably be a better line of approach to the desired end if Indian women were encouraged "to read books which will make them appreciate their immediate surroundings, the wonderful country in which they live, the poetry of their religion, the romance in their past history." It is this line that is most likely to result in making the readers intelligent and interesting members of society, and it has the additional advantage of directing their interests and their enthusiasms to their own country, the land in which they must live their lives, "the India which has ever presented the stories of two God-heads, that of the gentle Buddha and that of the warlike Mahomet. What a world of romance in the growing up side by side in the same country and sharing the same pursuits, of two peoples following two so different ideals." After all perhaps it is not with the few that we ought to be mainly concerned, though height is certainly a desideratum in education; what about the ordinary Indian woman, and the ordinary Indian girl? We do not want less Ruskin or less Stevenson, but we undoubtedly need a good deal more of the Primer and the School Reader.

A very notable figure in the intellectual world of Scotland has passed from the scene by the death of Dr. Alexander Bain, late of Aberdeen University. Dr. Bain was in his 86th year, having been born in 1818, and his life as teacher and writer belonged rather to the last than the present generation. Of late years he lived a retired and secluded life and saw but few visitors, though now and again he made an exception in the case of some particularly favourite or distin-

guished pupil of former days who came to greet a revered master. He was an Aberdonian by birth, education, and almost life-long residence. His academic career began so long ago as 1845, when he was appointed to teach Moral and Natural Philosophy in Marischal College. Afterwards he went to Glasgow and then to London, where he acted for many years as examiner in the Indian Civil Service and other examinations. For twenty years (1860-1880) he was Professor of Logic and English Literature at Aberdeen, and he was Lord Rector in 1881 and again in 1884. His articles and books had high authority among educationists. Four books in particular—"The Emotions and the Intellect," "The Senses and the Will," "Mind and Body," and "Education as a Science"—were widely read and have to some extent maintained their position until the present day. These, together with his two critico-biographical works on James and John Stuart Mill, constituted Dr. Bain's best-known contributions to the knowledge and thought of his time. He was, however, active in many other directions. In short, he was a first-class type of the Scotch Professor, Old Style—hard-thinking and hard-working, with an unconquerable faith in science and philosophy.

There is many an Anglo-Indian hailing from the granite city who will hear with regret that Dr. Bain has passed away. His books have, owing to the inexorable march of time and advance of learning, become perhaps a little out of date and out of fashion; but this is a tribute that all workers in the field of education must pay, and it ought not to prevent the present generation from remembering with gratitude and respect one who, a generation ago, did much to pave the way for the fuller and wider facilities for learning which are now enjoyed.

THE NATURE-METHOD OF EDUCATION.

II.

It is an axiom that the young of every species exhibit the distinguishing characteristics of the species to which they belong.

Throughout the realm of Nature we find development to be in accordance with what is innate in the seed-germ.

We cannot alter the product of a given seed without the infusion of another ingredient; in which case the purity of the original species is lost and a hybrid produced.

We can force the natural evolutionary progress of growth and development—at the expense of vitality; early death and decay of the individual and, finally, of the off-spring is the penalty unless the baneful effects of the unnatural forcing is counteracted.

We can judiciously apply stimulative nutriment and culture which will slowly emancipate inherent capacity; but it is obvious that the permanent improvement of any species must take into consideration the factors of the peculiar species-organism, and the principles involved must be limited to the capacity of each particular stage of growth and development.

The species needs must have time in which to conceive the nature of the agitation to enable it to meet with strength and power the external something which is beating continuously against the ingrained habits of the orthodox genus.

The issue of humanity are as rigidly bound by Natural Laws as are the progeny of the inferior kingdoms.

Children born into every race, therefore, inherit the traditions of their ancestry. They enter birth biased and limited as to mode, tendency of thought, deed and aspiration. These racial differences are as real as fundamen-

tal, and so long as the seed germs remain pure, the evolution of that race must proceed along the line of inherent capability.

A most important factor in education, then, is that of understanding the subtle nature of the particular pupils to whom the education is to be applied.

Racial, as well as national educational projects in order to accomplish the desired end should be designed in accordance with all that is noblest and best in the racial ideals, and should never do violence to them.

The plan should be *pari passu* with the general race-evolution in order to avoid the friction and weakening which is inevitable when the reach is beyond the possibility of grasp.

There are, however, certain guiding principles applicable to all.

In a former article* was pointed out the significance of the unobtrusive method of education Nature employs for growth and development during the period of infancy.

It was said that the gradual unfolding of a child's innate capacities has its beginnings in the instinctive crying and kicking; that by means of the play of unconscious force the sense of individuality, of separateness is gradually awakened; and, finally, we have said that traces of character are clearly observable before the babe has learned to walk.

Scientific child-study amply demonstrates that the aptness of the senses of the child till his eighth year is greater than that of an adult; and further, that after the eighth year there is a gradual diminution of the acuteness of the powers to assimilate perceptions.

We who have lived with children in an attitude pre-disposed to their up-lifting are aware of how the disposition naturally inclined

* *Educational Review*, April 1903.

to energetic action in response to stimulating thought, will, in time, lose its vital energy through beginning too early to undertake tasks abstract, and which demand little or no organic activity.

Child-study also calls attention to the importance of an understanding of the analogy of the three-fold aspect of individual character: the mental: the moral: the physical, existing in positive: negative degree. Child-study insists that educational method and subject-matter be applied to meet the specific needs of the individual type.

In general pupils may be loosely grouped as follows: (1) those with apt minds but whose bodies are weak (diseased or deformed); (2) those with strong, active bodies, with minds able to grasp readily but forget rapidly; (3) those with strong physique and dull minds.

Whatever the ratio between the mental and the physical mingled with this will be found a medley of the moral (or immoral) elements: nobility: justice: purity: loyalty: ideality: affection: jealousy: revenge: hate: impurity: low-cunning.

Science teaches that every organism left without adequate exercise will degenerate or, in time, wither away. A limb if kept in a plaster compress will lose its inherent activity in a few months.

It is also true that if one organ becomes disabled the other sympathetic organs wax stronger. It is remembered that if the organ of smell or of sound is permanently disqualified, the sight is usually keener than when sense-organisms are balanced.

What is true of the physical is equally true of the mental and moral sides of Nature.

Pupils whose brains work so quickly as to exhaust poorly nourished bodies, certainly require a method of education different from that

required by pupils whose strong physical nature and desires dominate their mind and morals.

Pupils with depraved tendencies of character need a specific method of education. Since prevention is better and safer than cure, such education should begin before they have become legal and social outcasts.

The failure of the education in the past century is conceded to be due to the fact that the child and his needs were no part of the curriculum. Education really amounted to little more than a system of devices for securing certain tangible results. The criteria of a teacher's fitness for his duties were rated according to his ability to force the largest percentage of pupils through a set standard of text-book work in a given time. The right of individuality, the right to develop by means of personal experiment and experience, was denied the school-going child. Pupils were dealt with *en masse*. If a child fell back because of inherent defect or weakness or unaroused possibilities, the blame was his own. He was threatened, scolded, thrashed, or pitied as the case may be, for results that reasonable human beings now consider to have been the result of wrong educational methods.

To what extent should a child be held responsible for his limitations? To what are these limitations due? What is the nature of the isolating-difference which renders one child more responsive than another to a certain form of educational stimulus?

All must agree that the physical body is not the *real individual*.

The physical form, it appears, contains merely the *machinery* which is operated by an invisible force called severally: ego: soul: intelligence.

It is not my intention to argue whether this ego, soul or intelligence—call it what you please—is, as some assert, a special creation, or whether it is what the Indian philosophy would have us believe, a re-incarnating entity.

Nor shall I here discuss the relative importance of heredity: environment; pre-natal: post-natal cause and effect, in shaping and moulding the after-life of the individual.

But in preparing ourselves to become teachers, we should not dare to ignore the importance to our profession of a knowledge of the nature of the physiological, psychological and sociological awakening, growth and development.

Strenuous protest should be lodged against those who, although totally lacking in aptitude, engage in teaching because of their failure to secure employment at any other occupation; or, against those whose sole qualification consists in a more or less brilliant passing of a typical examination, due largely to a feverish scamper through text-books.

Government and tax-payers should insist that teachers bring to the practice of their profession a training commensurate with the importance of their calling; a training which will enable them to gauge the defects and excellencies, the possibilities and limitations of those committed to their instruction; a training which renders them competent to develop and strengthen in their pupils the weak places, and hold in subjection the strong—when such weakness or strength is detrimental to wholesome growth and development.

Every one recognizes the necessity for a course of training beyond that of the ordinary curriculum for those who practise medicine or administer justice or preach the gospel.

The physician brings to his profession a training adequate to the importance of his

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calling. Under the direction of competent specialists he has been grounded in the hypothetical laws of Nature—those relating to cause and effect. A certain culture he has derived from books in the prescribed curriculum; but he has verified the statements contained therein by exhaustive experiment, he has transmuted knowledge into wisdom. By means of object-lessons does the physician acquire experience in minutest detail regarding the nature of healthy growth, as well as of destruction by disease.

Also by means of actual experiment has he learned the nature of the action and re-action of the endless variety of antidotes to be applied to meet individual requirements.

A physician would not long be permitted to practise were his knowledge of his art as superficial as that which the majority of teachers bring to their duties.

When a physical deformity is the result of unskilful surgical operation, the case attracts indignant attention, and often recompense for the blunder is demanded. Courts of equity may be appealed to in order to correct evils arising from abuse.

But who is there to measure the influence for good and for ill, exerted by teachers over even a single human soul?

Who is there to demand recompense for the baneful effect of unskilled educational practices?

N. ALMEE COURTRIGHT.

AN IMPORTANT EDUCATIONAL TRUTH:

A book in the hand of a child is an obstruction to his progress in learning and knowledge.

Here is a truth as strange and surprising as it is important. It may be astounding to some. But a truth and a great truth it will be found to be. In the elementary instruction of a youth, especially in the teaching of a foreign language, a book in the hand seems a hindrance to rapid progress instead of the help it is intended and hoped to be; it seems to retard motion and advance, to impede the reception of knowledge in general and of a foreign language in particular. The book in the hand, I say, seems quite an obstruction and impediment to the progress of the young, beyond a very limited use to be made of it in the early stages. The truth has come upon my mind forcibly from observation of the workings of the minds of young pupils of different degrees of intelligence and has received confirmation by experiment and trial. I shall endeavour to prove and establish it by examining and stating briefly the causes and reasons why a book acts as an obstruction to the young mind. In the following observations and discussion I shall have language instruction more in view than other subjects.

Imagine a room, with several doors for different purposes and functions, adjacent to each other. Then when one set of doors is swung perfectly wide open, the adjacent set of doorways and passages must necessarily get shut and blocked up. A phenomenon very much of this kind, I observe, seems to be taking place with young minds when books are placed in their hands too early, too much, and too long, which when opened appear as it were to shut up or nearly shut up the natural, real, effectual, and principal passages for

knowledge, to wit, the ears and the thinking and understanding faculty, and to clog and impede their action. Remembering that language's first, natural, and easy medium is sounds, and not characters and writing and reading; the reading, the writing, and the book in the hand, and the exertion and strain on the attention involved in them, seem, I venture to repeat, to almost shut up the door of the young mind to the access or admission of linguistic knowledge, through its easy and natural medium of sounds, as if by opening the doors of other passages, viz., the eyes and the hands with all their powerful and attention-arresting force, which, in opening, fully or greatly overlap and block up the principal and the more immediately required passages or openings, the ears, the sound-memory, and the young mind's incipient thinking and its tiny reflection.

The reading and writing of the characters, the spelling through words, and the constant tax, disturbance, and distraction to the eyes and thence to the mind, thought, and memory, taken further with the perpetual needless humiliation involved in the failure to spell and read at any speed, and the discouragement and timidity arising in the course of this inevitable hopping and limping; all these necessarily retard the speed of the mind in making what is its chief acquisition, the language, which is essentially sounds, next to thought. We should remember that this art of reading and writing, especially in English, is to the little mind somewhat of a great acrobatic feat. Particularly, as it seems to me, reading fast enough to imbibe the few ideas contained in the long and tedious rows of letters and the large expanse of pages ahead, is difficult and the failure must be disgusting. It also seems to me, all the active, hilarious,

lively, bold, confident, and courageous little spirit inside is crushed, poor thing, by the very intimidating 'reading and writing' work. Poor child, before such great and all-knowing elders and advisers, engaged in compelling it, it feels helpless. It feels perhaps that there is something wrong and some defect with it alone, while all the world are clever and wise, and feels therefore utterly stultified and terrified. The hardness of the task of writing and the intractability of the fingers may be evidenced by the curious and instructive fact of so many grown-up persons writing very bad hands and being unable to improve them in spite of serious efforts, till the end of their lives, though they may be withal great scholars, great mathematicians, great scientists, great philosophers, great poets, or great writers even. The instantaneous ensuring, if I may add here, of the shapely and symmetrical formation of letters, of their being all in a line, of their being in parallel-lines, is a marvel, though a marvel of comparatively little value and consequence. But the work and its difficulty are enough to perplex, discourage, and distract a child and to engross its mind. So, too much of such a thing and so early, is bound to retard real linguistic progress. The teaching solely through books, absorbing as it does the child's mind in the hard task of reading, necessarily exhausts its little energy, diminishes proportionately the available comprehending and receiving capacity of the mind, and the work done by it in other directions.

A lesson of, say, one page or three-fourths of a page in an English Reader is proposed to a youngster or a class of them. And the boys and masters and all say, "This is too much," "This is too long a lesson," "This is enough," "This is not too much," "A little more

may be given," and so on; and all this talk about a most contemptible scrap of knowledge found expanded into three-quarters of a page. But teach the language, (or any other subject) orally, talk your lesson and instruction to the children, make them talk to you, interspersing the talking with your grammatical and critical explanations and observations, that is, talk all your grammar and analysis to them, and you can do a much greater amount of language work and instruction—a quantity of language which would occupy a great space if thrown into and measured by writing or print. Further, you can carry it on perhaps almost the whole day long, without a murmur anywhere and without any fatigue. But if the work is done with a book in the hand there is, as there must be, a sense of fatigue everywhere very soon, a universal feeling in the taught and the teachers, that three-fourths of a page verges on too much.

Sounds, in writing and for the hand, may be estimated to occupy about five or six times the length of time which they occupy in utterance and for the ear. To say with the mouth, for instance, "Your pleasure," seems to occupy about a second of time. To write it down would occupy something like five seconds, if it is a practised hand, and much more if it is the young unpractised hand. To pass over it with the practised eye would take about as long as the utterance, or a little more or less, and, if the eye be unpractised and young, it would take a good deal more, as much perhaps as the hand.

The reading of the book, the reading from the page, for the beginner, is quite a plodding, a literal wading through some resisting material and medium, and is necessarily therefore long work, slow work, tedious and fatiguing.

It consequently admits of being done but a little at a time and in a day, and thus puts an unnecessary and extremely low limit to the amount of linguistic acquirement of a child in a given period of time. Reading is heavy work compared with hearing, and so is writing compared with talking.

As corroborative evidence of the foregoing truths, the following facts may be noticed. The Sanskrit scholars and students seem always to have done and still to do the enormous quantity of their work orally—their logic, their rhetoric, their meemansa, their stupendous grammar, and their Veda. The quantity of work between master and pupil appears to have been possible with the ear and the mouth, and would have been impossible with the eye and books. We can quote another fact. The great amount of deep knowledge, profound erudition and powers, of many a king and other personage in high station, known in history and perhaps also in present times, whose varied avocations and onerous public duties left them hardly time for repose, but who had the advantage of being approached only by men of great erudition and varied knowledge and learning and of hearing them, bears testimony to the facility and superiority of verbal instruction, in effect and speed, as a communicating means. This form of knowledge seems to have been recognised by the Sanskrit world, and the fact and the notion have been crystallized into the felicitous and expressive name “*Sruthajnavam*” or “*Sruthapandithyam*.” When people heard some of those great men, they gaped at them and wondered how and when they had learnt so much.

Take a text-book of some science and see how much of it you can read and study in a night. Hear a learned master of the subject,

and see how much you can hear and learn in an hour, how much useful and beautiful matter your ears can joyously drink in in that short period. Take up a novel and observe how much of it you can go through in some four hours of a night, and mark further what task, strain, and hot work and labour it is. But imagine some one with you able to tell you the tale—how much more of it and how lightly and pleasantly too you could hear and receive.

A seemingly formidable argument, which strikes me in support of books, is better stated and met here. The more aids to memory the better, is a very good truth. To the tongue and the ear is it not better to add the hand and the eye in mastering words and language? In addition to the association through the ear and the mouth, is it not desirable to have also in learning a language, the association that comes through eyes and hands? The visual and the tactual impressions must be a decided advantage as additional helps to the other sensations in remembering the linguistic facts and acquisitions, for the old or young. Well, there is here a great but a subtle fallacy that must be explained and removed. To remember that the sound ‘horse’ is a name for the horse, or that ‘has’ must replace ‘have’ for the third person singular present, we have the original and primary association through the lingual and auricular sensations. Now, to draw certain visual symbols or lines like horse and to connect them first with the sound ‘horse’ and thence with the object and notion of ‘horse,’ of which the sound itself is a symbol, and then to say that the second association is strengthened by the first, that the association between the visual symbol and the sound symbol assists the association or connection of the sound and the object or notion, and aids the memory of the latter through the former, is a quite pal-

pable mistake and confusion of ideas. In a similar manner, any number of associations through other sensations, say, colours, tastes, sizes, &c., might be artificially created, but all of them would not be helps but only burdens on the mind, and perhaps clogs and distractions to the originally desired association. The visual impressions would have been an important thing and an aid or means to the point, if it was primarily intended to make the dumb lines represent thoughts, if association between them was the primary and necessary intention, and if thought was meant in the first instance to be communicated through lines. But since sounds are the first and unavoidable primary symbols of thoughts, and the subject of instruction and learning, any number of other artificial inventions of associations may be only additional instruments with different purposes (each carrying with it its own burden of work and labour and tax on the mind along with its own utility and function, great and valuable though that function may be), but are not in any manner helps to the original association on which they are merely superposed.

There may be, in advanced stages, some subjects and things, in which two or more written symbols, representing sounds, may be so arranged and presented in a particular order and in a particular place of the page, that the recollection and association of the visual order and the place may serve as a sort of mnemonical contrivance and help to a weak memory for sounds. But as for the great distraction to the young mind and the great disadvantage to it from too much of reading, seeing, and symbols, in its early stages, it seems to me there can be no question. Whatever assistance visual symbols may afford to the memory of sounds, is available for the young mind that is only just learning those

symbols, only in a very limited degree, if at all, and is more than counteracted by the disadvantage which they cause from their engrossment of the mind with them to the exclusion of the principal knowledge desired and from the slowness which necessarily arises.

Thus a great deal more of instruction, information, cultivation and practice, in a foreign language, in the vernacular language, and in several other subjects, such as History, Geography, and sciences, can be imparted and more easily imparted, verbally, without much of books, which in the hands and before the eyes place but an obstacle in the way of the easy and rapid progress of a child, if untimely and injudiciously admitted, and used overlong and too much. So a great amount of instruction ought to be given to young pupils orally. It is *the book in the hand*, the *having almost exclusively a book in the hand* for anything and every thing to be learnt, and *perhaps solely the having of the book in the hand*, that is responsible for the retardation of the mastery of the foreign language by our youths; that is giving an undesirable artificiality to instruction, and is obstructing and retarding their progress in the elementary stages.

P. SANKARANARAYANA.

EDUCATIONAL REFORMS IN THE UNITED PROVINCES.

The United Provinces Government has issued orders on the representations that were submitted to the Lieutenant-Governor by the deputation of July last. His Honour has discussed the various questions raised with a number of educationists, several parents and guardians, and with the Director, Mr. Lewis, himself. The decision is thus based on a wide and practical knowledge of the grievances of the people. It begins with an enumeration of

the fundamental difference in the conditions under which the primary and secondary sections ordinarily work in Vernacular and Anglo-Vernacular schools; in the former they mark the close of a scheme of education, and in the latter a stage preparatory to something higher. Hence the curriculum of the one should differ from that of the other. Reforms in the existing course are to be adopted, keeping the above distinction always in view. Thus, for Anglo-Vernacular schools the syllabus of object-lessons is to be simplified, English to be introduced in Class III, the arithmetic course in the primary stage to be lightened, knowledge of the second Vernacular (Hindi or Urdu as the case may be) to be limited to the ability to read, and to write to dictation from an upper primary text-book in that language, as far as the curriculum is concerned; as to any public examinations, the Government of India is opposed to any such test for boys at an early and tender age, so the primary examination is to be abolished.

In the primary stage training is the main object and the subjects to be taught are selected more with a view to gaining this end than gathering information; we must be "developing faculties, not teaching a subject," as Mr. J. Vaughan puts it in his teachers' handbook on *Nelson's New Drawing Course*. Here is to be laid the foundation to build the enduring superstructure of education on, and such a foundation cannot be broadbased if judgment be not exercised, the power of the eye to see be not multiplied, and that of the hand to produce be not secured. The syllabus should be such as to secure the following result described in the words of Mr. G. Ricks, the Senior Inspector for the London School Board: "While the eye is being trained to accuracy, and the hand to dexterity and manipulative

skill, the mind is being trained to observation, attention, comparison, reflection, and judgment." Proposals for revising the curriculum should be submitted on the above lines. The subjects to be taught must both individually and collectively contribute towards gaining this very desirable end.

The three Rs ought, as Dr. Armstrong holds, to be added to by another R standing for Reasoning. In the present course reading, writing, arithmetic are well provided for, perhaps more than what should be expected of boys not more than 12 years old. Composition has no place in the primary stage which seems curious, though grammar is to be taught as far as parts of speech and etymology of words. If explanation of words, allusions and sentences is necessary—and none doubts its efficacy—summarising what a boy reads in his text-book, learns in the object-lessons class, hears in the form of a story, is surely the best way to impress the fact on his mind; at the very early stage he may do so by word of mouth and afterwards put that down in "black and white." Story books suited to a boy's capacity may safely be handed to him for his amusement and instruction; if they are illustrated, so much the better for him and his teacher. The sight of a familiar picture is sure to recall the story about it and the boy will find no difficulty in telling it in his own words. While there is no summarising, as suggested above, letter-writing on some ordinary topic is insisted upon. Description in a simple language of what a boy sees, feels, and handles, is the best stepping-stone to original composition on abstract subjects such as friendship, kindness, charity, &c.

The course in arithmetic is to be reduced so as to suit the capacity of boys aged between 10 and 12 years. The lightening of the course

in these subjects is to have English as a set-off. Reading English or Vernacular is but learning a mode of expression and writing of, doing it silently but in a more enduring form. Arithmetic serves a different and double purpose: development of the reasoning power and preparation for the fight for rupees, annas, pies, in the world. How far both purposes are served remains to be seen.

As to developing the powers of the mind, hitherto memory has been trained to the exclusion of others; this also was done in the most arbitrary fashion. As the mind of man works through, and with the aid of, the body, no education is complete that does not provide for "the just and legitimate familiarity between mind and things." True education must consist in acquiring knowledge and dealing with realities. "The hand is of the most vital importance intellectually, for by its action the mind is led to understand the various objects. To touch, to examine, to imitate, belong to the hand and eye as much as to the mind; without the training of these organs, and the bringing of them together in their action, we are certainly neglecting that class of culture which, to ninety-five per cent. of the people, is of most use." Thus said an authority on primary education. To secure this noble end, drawing, object-lessons, botany, natural history, geography, and drill, are taught in the primary stage. Drill is physical exercise with all the melancholy monotony of a military discipline; the purpose may be best served by games and sports. Drawing, like reading and writing, is but a mode of expression, expression in the natural and universal language, "understandable by all"; it is at the same time a handmaid to training the hand and eye, no less the mind. Object-lessons and geography may well be combined to be of mutual

help, one pushing the other; but the inclusion of physical geography proper in the object-lessons course has made the subject difficult, non-experimental and, in some places, mere information lessons. Botany and natural history should go together and be made supplementary to each other, their scope being limited to what may be termed their economic aspect, not forgetting their aid in the development of the power of observation and faculty of judgment.

The means that to bring about the desired effect—judgment and execution—depends more on methods than on subjects. The best subject can be taught so mechanically as to fail miserably to fulfil legitimate expectations, while an unsuitable subject, in the hands of a good teacher, may be made to contribute materially towards gaining the best results possible under the circumstances. The Education Department, much less managers of unaided schools, pay little attention to this aspect of the education problem, notwithstanding the Allahabad Training College and a few Normal Schools here and there. For instance, how many teachers take the trouble to explain that multiplication is but cumulative addition and division cumulative subtraction. In teaching arithmetic to my children I made no distinction between simple and compound rules and they on their part found no difficulty in working out sums, having realised the fact that in simple rules ten forms the unit of the carrying operation, and in the other the unit is not in every case the same. Then again, in teaching fractions, particularly addition and subtraction, the theorem is hardly brought home to students that the value of a fraction does not alter by multiplying or dividing the terms by the same number. "In Object Teaching the chief interest in the lesson centres in the

object itself," so runs the South Kensington Circular on the subject. Without an appeal to the eye no lesson can or should be given, otherwise it becomes an information lesson and, being received through the teacher, becomes "second-hand knowledge." Herbert Spencer puts the best method of object teaching in a nutshell, thus: "To *tell* a child this, and to *show* the other, is not to teach how to observe, but to make it a mere recipient of another's observations. . . . to pursue the true course is simply to guide the intellect to its appropriate food, and to habituate the mind from the beginning to that practice of self-help which it must ultimately follow. Children should be led to make their own investigations, and to draw their own inferences. They should be *told* as little as possible, and induced to *discover* as much as possible."

It seems safe and proper to include botany and natural history under the comprehensive term nature-study, an introduction to which subject may be a course of object teaching. The present method of isolated study of the several branches of science may suit the expert but is very troublesome to the novice. He studies nature in the laboratory or school-room but misses her when he goes out into the fields; this is exactly like losing the wood in the wilderness of the forest. A synthetic study, more properly observation, of nature and natural phenomena—in air, water, plants and animals—leads a student to discover nature within her natural environments. Such a course easily helps the student to connect cause and effect, and to find out the inter-relations between the different phenomena occurring at one and the same time. Every season, if not every month, is then not a mere word, but an embodiment of certain

events that characterise and differentiate it from its predecessor and successor. And a syllabus of nature-study on these lines is not very hard to draw up.

With a better scheme, object teaching and nature-study may be better methodised and students properly trained to observe, compare, and contrast, but drawing as a means of education has not been recognised in several parts of India. A serious attempt at this has yet to be made. Teachers themselves have yet to learn that drawing is the very best medium for teaching children to observe; we cannot "sketch an object without closely looking into it; and after having sketched the object a sufficient number of times we cannot forget it. The representation is stored in the brain for future use." This extract suggests both the method of teaching and the scope of the subject. It must be an all pervading subject, poking its nose into every possible affair relating to school life, and asserting its right to be there by the skill it gives to the hand and the judgment it imparts to the mind. Drawing, to be a successful handmaid to the acquisition of thorough knowledge and skill, must be correlated with all possible subjects of study. It cannot on this account be treated as an optional subject in any stage, much less in the primary.

In this matter method is everything and copy next to nothing. The mind judges, the eye sees, and the hand produces. While the subject should be taught by itself for a few minutes at least in a week, it should come into play in object-lessons, nature-study, and geography. To do so, you must relieve it from the present stereotyped course and make it an attractive thing for the child. Its educative value lies in training the eye to cultivate the power to secure what is called *proportion*, and

the hand *skill in execution*. Mr. Vaughan, in his hand-book referred to above, says: "good drawing depends upon the proper cultivation of both these faculties, though correct eye judgment is really of greater importance than skill in execution; for no matter how beautifully lines may be drawn, they are of little value if they give us a wrong idea of the form. We can, therefore, excuse the lines being a trifle faulty if they give us a correct conception of the shape and proportion of the object." True words these; not being a drawing master myself, I followed this method to a great extent in teaching my children and with very satisfactory result. Instead of imitating other imitations, objects—properly graduated—should be given to pupils with a few instructions about holding the pencil, "setting out" the construction lines, and putting in the main lines; eye-work should, in the early stages, be given preference to hand-work. Unfortunately the method followed in schools in this country is woefully antiquated: there is the grinding at drawing straight lines and curves for months together before the elements are allowed to be used in representing a real object; when the elements are mastered, there come the copy-books—flat drawing for years perhaps, without any reference to an actual object; models come long after all interest has been dissipated, followed by shading. The brush and the colour are conspicuous by their absence in the schools. May we hope for a better state of affairs!

K. P. BASAK.

THE STUDY OF INSECT LIFE IN INDIA.

On the 1st of September at the Asiatic Society's Rooms Mr. E. P. Stebbing lectured on "The Study of Insect Life in India," and showed a number of interesting slides. Mr. Pargiter was in the chair. The following is the substance of the lecture:—

It is a curious fact that many of the great men of the world have commenced their introduction to Science by a study of this class of animals and have started on the road to fame through the portals of the Insect World. He who revolutionized scientific thought, but little over half a century ago, I mean Charles Darwin, mentions that of two of his contemporaries at Cambridge, both keen insect collectors, and his companions on many an eager hunt, the one became eventually a distinguished Archæologist, the other a leading Agriculturist, Chairman of a great Railway, and a member of Parliament. "It seems, therefore," he quaintly adds, "that a taste for collecting beetles is some indication of future success in life."

Darwin tells a good story against himself on this subject and many a collector must have been placed in dilemmas as tantalizing as that in which the great Naturalist found himself one day. He was out collecting in the Cambridge fens and "tearing off some bark I saw two rare beetles, and seized one in each hand, then I saw a third and new kind, which I could not bear to lose, so that I popped the one that I held in my right hand into my mouth. Alas! it ejected some intensely acrid fluid which burnt my tongue so that I was forced to spit the beetle out—it was lost as was the third one."

After dwelling at some length upon the early stages of insect study, the lecturer continued:—

At this point we may pause to consider how the Insect World is broadly classified. Probably most of us have heard the old question asked: "What is the difference between a butterfly and a moth, or, more subtle conundrum, between a

beetle and a bug? Roughly speaking the nature of the wings and mouth parts present will enable us to classify insects into their main divisions or Orders, as they are called. Thus in the Order Orthoptera to which belong the cockroach and the earwig, the praying mantis and the stick insect, the locust, grasshopper and cricket, the insects are provided with a biting mouth and four wings, the upper ones of which are straight and horny while the lower ones are membranous and fold up like a fan. A beautiful example of this orthopterous underwing is to be found in the earwig of which I will later show you a slide. The cockroaches, or I should say the commoner ones, are known to all, and here in Calcutta one of the family by name *Periplaneta Americana* chums uninvited with most of us. Perhaps it would interest many house-wives to know of a recipe which has often been found most effective for reducing the numbers of this undesirable intruder. Prepare a mixture of equal parts of finely powdered chocolate and borax and dust it into the crevices where the insects hide. The mixture must be well made in order that with each particle of chocolate, of which the cockroaches are very fond, they will get a particle of borax which is poisonous to them. The mixture is cheap and non-poisonous to man.

The best known, as they are the most dangerous insects economically, in the group are the locusts and grasshoppers. These appear to have been plagues to man from the very earliest times and reference to their operations are to be found both in the Classics and in the Bible. What made some of the species such a scourge is their habit, only put in force at varying intervals of time, of extensive migrations. When on those incursions they invade large tracts of country and clean off everything green in their path, leaving ruin in their wake. In the case of our Indian migratory locust, the dreaded so-called N.W. locust, *Acridium peregrinum*, the first swarms to leave their own country advance a certain distance and then lay eggs. These eggs give rise to fresh

swarms which, on maturing and acquiring their wings, carry on the invasion into fresh tracts, and so the process goes on till the whole of this great continent is completely invaded by an insect whose real home is up in the sandy deserts of Rajputana and the North-West frontier. The last successful invasion of this insect may be remembered by many of you. It commenced in 1889 and was not finally over until 1893. In 1901 the pest spread as far south as Ganjam in the north of Madras and east to the Brahmaputra, but the enormous masses of eggs which must have been laid by the numerous swarms of that year have not as yet developed. A very curious point of this migratory instinct is that when the period is over the existing swarms return to the northern homes although they themselves were hatched far south.

The next Order in the class is the Neuroptera of which the common so-called "white ant" or termite, and dragon flies whose grub stage is passed in water, are the best known representatives. These are insects furnished with biting mouths and four membranous net-veined wings of equal size, the lower ones of which are not folded up. The white ants are known to all dwellers in tropical countries and are often the cause of serious vexation and loss. They are interesting from their habit of living in communities which are run on lines not unlike those which civilized man follows. Thus they have their citizen workers, who build the nest and look after the young, their soldiers to guard the nest and mete out justice to intruders. There are also the leisured classes consisting of the winged males and females. These are the forms which are to be seen at the beginning of the rains leaving the nest in large swarms on their honeymoon trip, one fraught with considerable peril as the numbers of kites, crows, mainas, *et hoc genus omne*, who collect to the welcome feast, indicate.

The third Order is that of the Hymenoptera or the wood wasps, saw-flies, ichneumon flies, bees,

ants, and wasps. These may be distinguished by having four membranous wings the upper of which are larger than the lower. The upper and lower wing on a side are usually joined together by a hook attachment. The mouth parts may be adapted for both biting and sucking. This Order of insects also contains species which live in communities having a system of organisation similar to, if it does not outvie, that of man. Lord Avebury, better known as Sir John Lubbock, who has made such close and important researches into the internal economy of the ants, considers them to be the highest developed forms of insect life. The marvellous ingenuity with which the bee constructs its waxen comb and stores it with provender for its young is doubtless known to you all. Equally ingenious are those interesting wasps, *Polistes*, who build their inverted cone-shaped paper-walled nests on our verandah ceilings. Another form of wasp constructs the small mud cells we find on our venetians and walls. If we open one of these mud cells we shall find a living green caterpillar inside. This grub after having been paralysed by the wasp has had an egg laid in it. From this egg will hatch out a young wasp grub which thus finds a fresh store of meat ready for its sustenance long after its mother is dead and gone. The instinct which thus enables insects to provide for offspring which they will never see is not one of the least marvellous things in Nature.

The next Order on our list is that of the Coleoptera, or beetles. You all know what a beetle is like, the hard horny upper wings fitting close together so as to completely cover the folded up lower membranous ones beneath. The mouth parts are for biting. Look where you will you will find beetles. Their food is very varied, and every vegetable and animal product is attacked and eaten by some member or members of the Order. There are two beetles in Calcutta the result of whose work is known to many of us. The one is the bamboo borer (*Dinoderus pilifrons*), which bores into bamboo furniture and lays its

eggs inside. The grubs hatching out from these eggs live in and feed on the bamboo, reducing it to powder. Another pest is known to all smokers, the so-called cheroot-weevil (*Lasioderma testaceum*). It is not a weevil but a Ptiid beetle and closely related to the bamboo-borer. It lays its eggs in cheroots and the grubs bore inside and riddle the cigars.

The fifth Order is the well-known one of the Lepidoptera or butterflies and moths, insects furnished with four wings covered with coloured scales and a suctional mouth in the form of a long tube with which they suck up honey and at times other much less delectable substances. Except when in use this tube is kept coiled up under the head. One of the distinguishing features between the butterfly and moth is to be found in the difference in the structure of the antennæ or feelers on the head. In the butterfly these are simple and end in a knob, while in the moth they may often be feathered and rarely end in a knob. Probably some of Nature's most beautiful objects are to be found among the gaudy butterflies and it is for this reason perhaps that they are so much collected. So great in fact is the attraction which their charms exercise that cases are extant when even the fairer portion of our community have been known to have become so captivated and fascinated by these lovely creatures that they have been led thereby to desert those higher walks of life, which are devoted to considerations of dress and other social amenities, to pursue with enthusiasm the by-paths of the naturalist and bug-hunter! Beautiful, however as is this Order of insects from an æsthetic point of view, it has, like most things beautiful, its darker side. For, whilst some of the most glorious among the butterflies sip with evident relish the filth in slimy pools or hover lingeringly over putrefying substances, the grub stage of many is one of gross gluttony and pilfering in the succulent domains of the botanist and the agriculturist. It thus becomes difficult in many cases to remain

convinced that their proverbial beauty is really worth the sacrifices it has cost to produce it.

The next Order is that of the Diptera or flies, insects furnished with two wings only and a sucking padlike mouth. The common house fly is known to all. It is ubiquitous and when I tell you that the progeny of one female fly would, if they all survived to reproduce their species, number at the end of the year 200,000,000 individuals, you will understand the reason for their excessive numbers. Another well-known family of this Order are the Mosquitoes. It has lately become quite unnecessary for any Entomologist to discourse on these insects. In fact very often he finds himself in a minority of one when the subject is discussed and a girl in her teens will tell him all about "*Anopheles*" and "*Culex*." A near relation of the Diptera is the flea, of world-wide fame and distribution, a polar variety of which has recently been valued at £1,600.

Our last Order is known as the Rhynchota, or bugs, blights, and scale insects. This group is easy to distinguish since all its members are furnished with a mouth in the form of a straight, short and hard beak or sucking tube. With this apparatus the insects pierce the tissues of plants or animals and suck up the sap or blood. I shall have a few words to say about these insects later on.

Having thus touched upon the general classification of the Insect World, it will be unnecessary here to follow our collector further into the more minute stages of this subject. But there are other by-paths for him for whom minute classification possesses no charms. His attention during his numerous collecting operations may have been attracted to the curious likenesses which one insect possesses to another belonging to quite a different family or even Order. His attention once riveted upon this feature of insect life he will soon find that it opens out a wide field of research into the subject of mimicry and protective resemblance, instances of which are numerous amongst insects, for reasons both protective and aggressive. We

have remarkable cases of these curious forms of mimicry and protective resemblance among the stick and leaf insects (*Phasmidæ*). These insects are unprovided with weapons of defence or offence and in order both to ensure some degree of protection and also with the object of obtaining their food they have come to simulate twigs or grass stems, leaves, flowers, etc., the resemblance being often so perfect as to render their detection difficult even to the trained eye of the Entomologist on the look-out for such vagaries. One of the best known of these insects is one of the leaf-insects of Eastern Bengal known as *Phyllium scythe*. Natives down Chittagong way have themselves assured me that this insect started life as a leaf which subsequently took to walking. Another interesting insect from the same locality (*Gongylus gonglyoides*) simulates the corolla of a papilionaceous flower so closely that insects fly up to and settle upon it, when they are promptly seized and devoured. Among the butterflies mimicry for protective purposes is common. A well-known instance of protective resemblance is that of the butterfly *Kallima*, in which the under surface of the wings are marked and veined to closely imitate dead leaves. The upper wings are brightly coloured and so this insect invariably settles with wings closed and is then extremely difficult to see.

There is yet another by-path into which the feet of the collector may stray, and that is the one which concerns itself with the distribution of insects. I regret that considerations of time will prevent me from telling you this evening anything about this branch, which is one, not only of exceeding interest, but at the same time of the greatest importance. For research in this field may not only lead the worker to great discoveries in his own domain, but these discoveries may have a direct bearing upon branches other than his own and the Botanist and Geologist may both derive benefit from such researches. We have now reached the last point for consideration, that of the collector who wishes to learn something

about the life histories of the particular insects he is acquainted with.

This side of the study of Insect Life has come to be known by the name of Economic Entomology. Briefly it deals with the study of the life histories of insects with the object of finding out what portions of their lives are passed respectively in the egg, grub, chrysalis (if there is one), and adult stages of their existence. This subject is rendered a difficult one owing to the fact that, whereas some insects pass throughout our life cycle of egg, grub, chrysalis and adult in a year, others may take several years to pass through this cycle, while others again, and more especially is the case in tropical countries, may run through several of these cycles in a year. In this latter case the adults of one cycle may differ from those of a succeeding one. It will soon be discovered also that a considerable proportion of insect life is predaceous and preys upon its fellows, either directly, or indirectly as parasites.

Among perhaps the most useful of the insects of this kind known to man are the little lady-bird beetles. These prey to a large extent upon the blights (*Aphidæ*) and scales (*Coccidæ*) and thus are of almost incalculable service. The aphides and coccids are, owing to their enormously rapid multiplying powers, among the worst pests on the face of the earth. Their food is chiefly confined to the vegetable kingdom and it is not too much to say that man exists upon the globe solely owing to the presence of the predaceous and parasitic foes which keep in check these blights and scales. Were these checks to be removed, it has been calculated that in the course of two or three years the blights would leave no plant nutriment available for other animals save that which they might derive from plants they did not attack. In other words man himself would become as extinct as the Mammoth and the Dodo and other Palæontological relics. Startling though this statement may appear, it will, I think, be better understood when I tell you that Huxley calculated that the progeny of a single aphid (blight) would in the

course of ten generations, supposing all the individuals to survive, contain more ponderable substance than 500 millions of stout men, that is, more than the population of China. With these facts before us it can be readily understood that man owes a great deal to his insect friends and that the part they and his insect foes play in the economy of the world is one of no mean kind. Various poisonous solutions, emulsions, etc., have been invented for combating insect pests, but it is unnecessary to consider them here. It is interesting, however, to note that, after all, the modern attempts at checking these attacks of insect pests are no new idea. History contains many references to destruction wrought by insects and some most interesting accounts of the means taken by our forefathers to check their depredations. There are two records by Pliny, about A.D. 77, one of which suggested the use of white hellebore for the destruction of flies, "the poison being put into milk, so that all the flies eating of it die." The other relates to the destruction of locusts, which in those early days was carried out with great success, the law making it a penal offence not to turn out and give aid in exterminating the swarms when they settled. Biblical references to insect plagues are, of course, numerous and I have on my travels often thought the lamentations of Joel were at times curiously applicable to India:—"That which the palmer worm hath left hath the locust eaten; and that which the canker worm hath left hath the caterpillar eaten. . . . The field is wasted, the land mourneth, . . . Howl, O ye wine-dressers, for the wheat and for the barley, because the harvest of the field is perished."

THE GOVERNOR OF BOMBAY ON MAHOMEDAN EDUCATION.

The annual distribution of prizes to the successful pupils of the various schools conducted by the Anjuman-i-Islam of Bombay, took place on October 2 at the Anjuman Hall, opposite the Victoria Terminus. His Excellency Sir James Monteath, Acting Governor of Bombay, presided. There was a large gathering on the occasion, amongst those present being: The Hon. Sir Lawrence Jenkins, Chief Justice of Bombay; the Hon. Mr. Justice Budruddin Tyebji; the Hon. Mr. J. M. Dick; Principal M. MacMillan; Mr. James MacDonald; Professor O. V. Muller; Mr. P. Hyde; Mr. R. P. Lambert; Mrs. Adams Wylie; Sir Harkisondas Noroamdas; the Hon. Mr. Ibrahim Rahimtoola; the Hon. Mr. Vithaldas Damoder; Mr. Rustomji Merwanji Patel; Prince Samotsingji of Palitana; Mr. Currimbhoy Ibrahim; Mr. Tribhowandas Mongaldas Nathooobhoy; Mr. Kazi Kabiruddin; Mr. Cumrudin Amiruddin and others.

The annual report prepared by the Honorary Secretaries, having been circulated amongst the members of the Anjuman, was taken as read. A programme of recitations in Gujarati, Urdu, Persian and English having been gone through by some of the boys, His Excellency the Governor distributed the prizes to the successful pupils.

H.E. THE GOVERNOR'S SPEECH.

His Excellency Sir James Monteath, who rose amid cheers, said: It has given me much satisfaction to have this opportunity of shewing my interest in the advancement of Mahomedan education. I am unable to flatter myself that the presence on this occasion of a merely temporary Governor can have much effect in furthering this desirable object, for which is required such constant, patient, sustained encouragement as can be given only by leading members of your own community and is, I am glad to see, being given to a substantial extent. But I am very willing to do what I can, and a brief expression of my views

may not be without some utility. There is indeed not much if any thing, to be said on the subject, which is new, but there is much which will bear repetition, which indeed will bear with advantage constant dinning into the ears of all concerned. Perhaps the very best which has been said in the matter has been said by the religious head of a large proportion of your community, and I think it is an omen of great importance that one who holds such a position should rank among the most enlightened men in this great continent.

GOVERNMENT AND MAHOMEDAN EDUCATION.

I hope the days are past when any of you will claim any special favour to individuals as a means of stimulating education among your people. Not only would that be impossible consistently with equity, but it would be an absolute injury to you as a community. The Government is most anxious that all classes should have their fair share in the administration, but the only ground on which the general welfare will admit of appointments to be made is efficiency. If it were the practice to appoint members of any class on any other ground, the stimulus to improvement would be to a large extent destroyed. One of the best things which was said by His Highness the Aga Khan in his Delhi address was that rapid progress is impossible without the free competition of the energies of individuals. As it is, the highest positions are not only within your reach but are actually attained. Your President has been at the very top of the Judicial tree, and in all walks of life men of your community have attained pre-eminence. If the number of successful people is not in proportion to your total number, you must realize that that is because education is not so widespread or so eagerly sought after in your community as it should be. In all countries there has been a period when the sword was held in more honour than the pen, and many of your people have not yet got so far beyond that stage as to realize the full power of

the pen. The report and what we have seen and heard to-day show that much progress is already being made in remedying this state of affairs and there is good ground for hope that success in careers in which a high standard of education is needed will soon be more proportionate to your numbers.

EDUCATION OF THE MASSES.

But it is even more important that the masses should have such a measure of mental and moral culture as will enable them to hold their own in their more humble avocations. There are obstacles of a religious and social character to the rapid extension of elementary education with which it would scarcely be fitting for me to deal. Government are endeavouring in Sind to make such arrangements as will admit of a legitimate combination of religious and secular instruction which is also being tried in some of the schools in this town, and I hope these arrangements will not be without material result. For the rest it depends on yourselves how far the obstacles can be removed or how far the effect can be obviated. I cannot speak to you as His Highness the Aga Khan did on the subject of the zenana and purdah systems, but I can tell you this—the masses of your community can never be properly equipped for the battle of life until female education is widespread. What is it which makes the great mass of Mahomedan cultivators in Sind a prey to the astute classes? The want of elementary education, inability to understand the written documents by which they bind themselves or to check the contents, facilitates the result. But what lies at the root is the want of strength of character, the absence of prudence, readiness to ignore all future consequences for the sake of an immediate pleasure or of the avoidance of an immediate unpleasantness. You will not get rid of this canker without a change in the character of the masses, and the formation of character must begin in infancy. If a wrong beginning is made, a radical correction is

exceedingly difficult. If then you want a real reformation you

MUST HAVE EDUCATED MOTHERS

and for the purpose of making the masses of your community able to hold their own in all ordinary pursuits, the education of girls is even more important than the education of boys. You will see I am referring only to material benefits. Moral improvement is so intimately connected with religious customs that I cannot deal closely with it, but it is of quite as much importance as material improvement, and you no doubt all recognize that moral instruction to be effective must also begin in childhood, and is best begun at the mother's knee. This is a matter which I commend to the earnest attention of the Anjuman. The report shows that in the several branches of the education, of boys substantial progress is being made, and I congratulate you on the results achieved, leaving it to the Educational Inspector to continue to point out to you in what respects improvement is still practicable. But you have still touched only the fringe of the stupendous work of spreading education through the masses, and in my opinion your best hope of rapid progress lies in educating girls, who in due course can pass on the benefit of their education to all their children. There are some instances within my own knowledge and there are many others, I am sure, within yours, which show that the purdah is not incompatible with even the liberal education of girls, and moreover I think I am right in saying that the purdah system does not extend to the masses. There appear therefore to be no insuperable obstacles to an immediate beginning of this great work and I notice with much satisfaction that a munificent Mahomedan gentleman residing in another country has offered a substantial sum for this purpose and that a scheme to effect it is already under consideration. I hope the urgent need of pushing on the scheme with the fullest vigour will be realized. Once a beginning is made there is hope that the importance of the object will be so fully appreciated

that any obstacles which are not essential to real welfare as a community will be removed. I cannot conceive of any object to which your energies could be more beneficially directed.

VOTE OF THANKS.

The Hon. Mr. Justice Budruddin Tyebji, the President of the Anjuman, in proposing a vote of thanks to His Excellency, said it was known to them all what a number of engagements and what a variety of functions a Governor of this Presidency had to perform. There was hardly a day or an hour which he could call his own, as so much of his time was taken up in performing functions of some kind or other. He therefore thought all those present could not but feel grateful to His Excellency for taking the trouble to come down expressly from Poona to Bombay for the purpose of presiding on that occasion. He was sure the stirring words of advice which His Excellency had addressed to them that evening as a disinterested and sympathetic friend of the Mahomedan community must have gone home to every one present. His Excellency had made a reference in his speech to the remarks made by His Highness the Aga Khan in the Mahomedan Conference held at Delhi. Those remarks he (the speaker) knew had not been received in some quarters with unmingled satisfaction, but he felt quite sure that repeated as they had been by His Excellency in the manner he had done, they deserved the fullest consideration at the hands of every one who called himself an educated, enlightened and progressive Mussalman. It was impossible that the Mahomedans could really make any progress or compete with other communities unless and until they laid to heart the advice given by His Excellency and other true friends of the Mahomedan community, and endeavoured to spread education not only among their boys and the masses of the people but also among the females of the community. He had already said that they owed a deep debt of gratitude to His Excellency for his presence that

evening and for the words of encouragement he had addressed them. As they were all aware gratitude had been humourously defined as a lively sense of favours to come. His Excellency had damped his spirits that day by telling them in advance that they could count for no favours from the Government. It was a precept which they were bound to accept and he was sure it was not his or their desire that the Government should go out of their way to favour the Mussalman community except upon the lines of the same qualifications which the Government expected from other communities. But what he did say was, that it was a matter for very serious consideration, whether in the making of appointments for public offices the claims of even the educated and enlightened Mussalmans, that was to say, of those who were in every respect fitted to discharge the functions of those offices, had been fully considered. It was true that the Mahomedans were as a community backward in education but he asked again whether the educated Mussalmans had a fair share of Government appointments, and if not whether more consideration should not be given to the subject. In conclusion he again thanked His Excellency for kindly presiding at the meeting.

MISCELLANEA.

LORD MACAULAY'S READING.

In the Introduction to his new three volume edition of Macaulay's Essays (Methuen & Co.) Mr. F. C. Montague remarks:—

Extensive as his reading really was, it appears still greater because his powerful memory gave him full command over it and enabled him, like a skilful general with a well-disciplined army, to bring all his forces to bear upon the point which for the time being was vital. There is some interest in attempting to trace the bounds of his studies. Macaulay knew the Greek and Latin classics well, and appreciated them, not with the

minute precision of a commentator, but with the keen relish of a man of the world and a man of letters. He was also deeply versed in the literatures of England, France, and Italy, as their limits were fixed in his youth, for his mind had been formed before mediæval authors became objects of curiosity, and with the works of his own age his sympathy was imperfect. He was familiar with almost everything that had been written in English during the three centuries that followed the revival of learning. What he knew best were the writings of the period from the Restoration to the French Revolution. He was steeped in the poetry, the memoirs, the histories, the divinity, the pamphlets and political orations of that time, although he seldom fell into the error of overrating their intrinsic value. But he seems not to have cared much for anything written before the age of Spenser and Shakespeare, and, though he lived at Cambridge when Wordsworth was in the ascendant there, he never quite yielded himself to the inspiration of the new school of poetry. In after years he might be said to turn away from contemporary authors. We should not have expected him to taste Browning, but he seems to have cared little for Tennyson, he did not read Carlyle or Ruskin, and Buckle's famous book only suggested to him a parallel between the author and Warburton. So likewise with Macaulay's knowledge of French. Froissart and Comines seem to have been the only mediæval writers who attracted his attention. He never quotes Rabelais or even Montaigne, and seldom, if ever, does he mention in his letters or journals a French author of the romantic school. For him French literature might almost be said to begin with Corneille and to end with Voltaire. The roll of Italian classics begins in a more distant age. Contrary to what we might have fancied from his temperament, Macaulay knew Dante well and loved him dearly. With Petrarch and Boccaccio he was intimate. His familiarity with the Italian authors of the sixteenth century and even of the age of decline

which followed, his ready allusions to Machiavelli or Guicciardini, to Tasso or to Filicaja, excite more remark now than they would have done seventy years ago, when cultivated Englishmen still piqued themselves on an acquaintance with the graceful literature of Italy. Macaulay's knowledge of the great Spanish writers was a rarer accomplishment. German was scarcely known to his youth, nor was German thought ever really appropriated by him, although, as time went on, he read and admired the more famous poets and critics of Germany. Dutch he learnt for the purpose of writing his "History." Thus it should seem that Macaulay's knowledge of literature, although very great, was neither encyclopædic nor unsurpassed. Even in England and in the nineteenth century several scholars might be named, his equals or possibly his superiors in this respect. But it would be hard to name any man of affairs who had read so much and at the same time so judiciously, for Macaulay seems to have profited by all his studies, and that which he ignored, however valuable in itself, would probably have been of little use to his somewhat rigid although capacious intellect.

CONVENTIONALITY IN TEACHING.

Mr. P. H. Barnett, the Natal Superintendent of Education, presiding over a Teachers' Conference at Durban, asked his audience: Has it ever occurred to you how purely conventional is our orthodox procedure in the teaching of modern languages? One would think—we do think—that the important achievement in this subject is the accidence, the very skeleton of grammar. Thousands of us have thus been laboriously taught French or German for years, only to find that, after all, we cannot speak half-a-dozen consecutive sentences without an appalling mental and even physical strain. In effect, the school understands by "French" or "German"—ask any schoolboy—mostly certain grammatical schemes discovered by analysis, and concatenated in an order unknown to nature. Thus it is difficult to imagine any sane conversation or narrative

requiring such a barbarous piece of inconsequence as *Je suis, tu es, il est, nous sommes, vous êtes, ils sont*. Yet that is what we have agreed should be taught our children as French. French! It is not even sense. But we can examine this, and get it set out on paper, and "mark" it—testing speech without speaking, and labelling as good French scholars people who could not bargain in recognisable French for a pound of candles. Even in teaching our own language, we are victims of the conventional fallacy. Why should English children put their thoughts together with so much more difficulty, be so much less articulate, than French or German or American children? It is largely because we waste such an inordinate amount of time and labour on analytical grammar, parsing, analysing, classifying, learning lists and paradigms, instead of copiously exercising the constructive or composing faculty. Indeed, it has been noted by one of the finest masters and critics of English now living, that this kind of procedure is in England almost a badge of the primary school, a caste-mark, from which the secondary schools have been in a measure preserved by the salutary operation of classical studies.

THE CLAIMS OF THE LITERARY SIDE.

Mr. J. W. Headlam writes in the Board of Education's General Report on Higher Education, "To teach history, language, or literature, without books is as absurd as to teach science without apparatus. The latter course is now forbidden; the former is almost universal. In scarcely a single school has an attempt been made to form a collection of books which the masters and boys can use in the illustration of school-work. There will be a finely-built and well-equipped laboratory, an unlimited supply of expensive material for the teaching of chemistry and physics, but there will not be found a good atlas of modern times, much less an historical atlas. There will be no standard dictionary of the English or any other language. The master who is giving a lesson on English history will find no book to which he can refer for informa-

tion where the text-book is defective, or for those illustrations and details without which no narrative is more than words. . . . The result is that it is no uncommon thing for a bright and intelligent boy to leave school at the age of 16 or 17 without ever having had an opportunity of becoming acquainted with any book except the text-books, written purely for school purposes. The boys have an excellent introduction to the study of natural sciences, but they are not introduced to the world of books and literature. They are not taught to read for pleasure; they are not taught how to use books so as to extract information from them. The training of the imagination and sympathies, which is the chief use of history, is absent." Mr. Headlam's protest against the concentration of all attention upon the science side is one deserving sympathy, for purely theoretical science teaching has now been practically abolished in large towns.

OUR ENGLISH LETTER.

CAMBRIDGE, September 1903.

A Chancellor of a University is often regarded as but a figure-head. The work is done by the Vice-Chancellor; and, beyond presiding on ceremonial occasions, and now and then heading subscription lists, the Chancellor rarely appears before the public. Lord Salisbury's death, however, shows that the Chancellor's position has its importance, if only by the immense difficulty that at once arises if we endeavour to fix upon his successor. It is unlikely that the University (of Oxford) will appeal to a Prince of the Blood; but, if it does not, it will be hard to find a nobleman who combines the birth, wealth, eminence, and general standing with the proper political views; for it is as unlikely that a Liberal peer should be chosen Chancellor as that a Liberal representative should be sent to Parliament.

The transition from Lord Salisbury to his political opponents is a natural one; and we are reminded of the determination expressed by Lord Spencer to amend the Education Act, in certain important respects, as soon as ever the Liberals

come into power. He promised that the Liberals would never be content until three points at least were secured: (1) the removal of the religious tests that the present Act imposes upon teachers; (2) that the public control must be made effective over all schools maintained by the public; and (3) that there shall be equality among the various religious bodies. I believe that even the *London Journal of Education*, whose support was so useful to the Government while it was carrying the Act through, would admit that these reforms are just and necessary, and that they do not in any way interfere with the educational efficiency which, in its opinion, the Act so greatly furthered.

The long vacation is the joy of schoolboys, the despair of parents, the object of good-natured sarcasm to journalists, and generally too expensive a luxury to the schoolmaster for whose benefit it is supposed to have been invented; but it has its uses. It enables us, for example, to take stock of our general educational position, and to 'inquire,' not only into our fiscal status, but into the theoretical soundness of the methods which, during term-time, we are too busy in putting into practice to have time to investigate. During term, for example, a public schoolmaster is so occupied with teaching boys, that he has very little time to reflect on what might happen if he started teaching girls as well; but in the vacation he will do no harm if he pays attention to an article in a current review by Mr. Edward Tylee, in which the question of mixed schools is discussed with knowledge, acumen, and temper. Mr. Tylee takes into consideration the reports of the working of American schools of the kind, as well as of Keswick, Craigmore, and other schools in England; and he declares that the results ought to give pause to the uncompromising advocates of our prevalent system of public school education; or, at least, that they ought to make us see that a cast-iron public-school bed of Procrustes is not necessarily the best adapted for all natures. These views, curiously enough, are reinforced by the powerful advocacy of Canon Rawnsley, the well-known poet and critic, whose residence near Keswick gives him opportunities of studying the

question at first hand. While distributing the prizes the other day to the Grammar School of the little town of Lymm, in Cheshire, which has been the pioneer of co-education in that county, he remarked on the great advantage possessed by this system in the *naturalness* of the extension it provides from the ordinary life of the family. Education, instead of necessitating a sudden break in one-half of social life, becomes an all-round growth. Discipline, if not always, as Canon Rawnsley thinks, easier, is at any rate of a more directly educative kind; and, from the merely economical point of view, the system implied a great saving in bricks and mortar. In America, co-education had been tried under all possible circumstances, and had certainly proved no failure. But still more marked was the success of the 'mixed staff' system. Women, when properly trained, and when tradition has been fixed enough to kill the idea of the ludicrous, are often found the best of teachers for boys. In the city of St. Louis, for example, there are four hundred women teachers and only forty men; yet St. Louis compares favourably, in educational results, with any city of the Union. Finally—perhaps carried away by the 'peroration enthusiasm' so natural in a clergyman,—Canon Rawnsley indulged in a few Utopian dreams. He pictured Eton and Harrow boys studying Latin and Greek under women, and Rugby under a headmistress. The consummation may or may not be one to be devoutly wished; but, at any rate in our time, it will hardly be seen.

The private schools, also, are not without their advocates, a number of leading private schoolmasters having put their claims for due recognition before the public in a letter to the papers. Absolute uniformity, indeed, is not to be desired; and it is to be trusted that the secondary portions of last year's Act may be so worked as to give full liberty to private schools to exert their utmost powers. So far as registration goes, indeed, the private schools are under no disadvantage; the only requisite being experience for the teacher, and proved success for the school. It is said that the registrations are coming in at the rate of some hundreds per month; and the value

of registration has itself been recognised in some of the County Council Schemes, which give to the registered teachers in their district the right to elect to the Education Committees.

A feeling that the Public School system is on its trial perhaps explains the appearance of a little work, in which Mr. A. H. Maclean treats of the services performed by public school men during the recent war. Giving the somewhat mechanical definition of a 'Public School' as one which contributed fourteen officers to the army, he arrives at the terse conclusion that 'the public school system is all right.' But those who have read the recent War office revelations will hardly agree with Mr. Maclean, and will rather incline to the exact contrary—that, if the 'public school system' is responsible for the blunders of the war, then the public school system is all wrong: and that anything, even co-education or private schools, would be better.

The recent Extension Meeting, held this year at Oxford, was signalled by the delivery of some exceptionally able and interesting speeches, not only of a general kind, but also of a more special and technical content. Mr. Choate, as the 'distinguished visitor,' delivered an address, of course of the former class, and, as became an American ambassador, amounting to an exhortation to English educationalists to follow American methods. Lord Goschen was equally general; Mr. Sadler and Sir Philip Magnus more special: but perhaps the most important address was that of Professor Meldola, which appears in full in the current number of *Nature*, and deals with the burning subject of the relations between scientific research and those industries which depend on chemical knowledge. He shows, and we think conclusively, that the common censures upon science as more theoretical than useful are unfounded, and that business men have only themselves to blame if they do not make use of the discoveries daily brought before their eyes by scientific investigators. The fault is not in the division of labour between the theoretician and the practical man, but in the want of a quick intelligence in the latter to avail himself of the results of the former's work. The lecture abounded

in wise hints, and will, we hope, lead to good results.

There is reason to hope that even now, at what may be called the thirteenth hour, some concord—at may be arrived at which will be satisfactory to all but the extremists on both sides in the education controversy. Letters to the *Westminster Gazette*, 'from persons fully qualified to speak for churchmen,' and speeches of the Archbishop of Canterbury, seem to indicate that responsible and thoughtful men are being troubled by the state of things at present existing, and are anxious to find some way by which the further effusion of resistors' goods, on either side, may be checked. The concessions proposed by the *Westminster Gazette* correspondent are such as many non-conformists might accept. But, as has appeared clearly from further correspondence, there is a third party involved, which is neither Anglican nor Nonconformist, but views both of the contestants with either aversion or indifference. This party, there is every reason to believe, is far larger than both the other two put together; and a settlement in which this party was not considered would be still less of a settlement than the ill-omened Act of last year.

CONTEMPORARY EDUCATIONAL PERIODICALS.

I. Indian.

The most interesting of the Editor's Notes in *Indian Education* (October number) is not to be found at the beginning of the matter but on page 152 as a note appended to a letter from a correspondent who quotes the Bishop of Madras on the dulness infused into education by examinations and Educational Departments. The Editor's 'few general observations on examinations' deserve greater prominence than they receive, and we hope he will return to the subject again at no distant date. Mr. Sadler's letter on Education in England may be commended as an impartial statement of the educational controversy to those especially who sneer at 'Passive Resistance' without knowing the issues that are really at stake.

The Madras Christian College Magazine for September contains an able review of Sir John Strachey's book on India by Mr. W. B. Morren, for many years the editor of this same magazine. The Rev. Francis Kingsbury continues his enquiries into problems connected with the Saiva Siddhanta. The 'Notes of the month' take the form of an appeal to educated Indians to concentrate and specialize in their efforts after reform. At present each man tries to cover the whole field; what is wanted is a proper division of labour and greater insistence on the motto 'This one thing I do.'

The Michaelmas issue of *The Mangalore Magazine* has its chief interest for us in the very readable account it gives of the history of St. Joseph's College, Trichinopoly. We commend the feature entitled 'College Chronicle' to other school and college journals which give little or no space to the actual doings of the students in or out of the respective institutions with which they are connected. The same journal quotes an interesting item of etymology from Dr. Robson's pamphlet on the Basel Industrial Mission:—

"In 1851, there was sent out to Mangalore a skilful master-weaver named Haller, who did much to procure for the Basel Mission textiles the superior excellence which came at length—for it was a long time before this industry became profitable—to be recognized and imitated in the Indian market. Haller was the discoverer of the fast khaki colour, which he obtained from the rind of the *Semecarpus anacardium*, and to which he gave the Canarese name of khaki. The police in Mangalore were the first to be clad in khaki cloth. When Lord Roberts was Commander-in-Chief in India, he incidentally visited the Basel weaving factories on the coast, and this visit led to the introduction of the khaki uniform into the army."

The Indian Review goes on increasing in usefulness and literary excellence. The current issue is replete with interesting contributions on a variety of topics. Mr. W. S. Meyer, B.L.E., I.C.S., well known in Madras, writes the first instalment of a scholarly and critical review on a noteworthy historical publication, by E. Robert Beyan

on the "House of Seleucus," one of the Generals of Alexander the Great, who distinguished himself in the conqueror's Indian and Central Asian campaigns. Mr. G. W. E. Russell writes on "The Climax and the Close of Gladstone's Career," while "Economists" dissects "the economic heresies of the Swadeshi movement" which has been set on foot in recent years in parts of India for "the encouragement of Indian industries." "Insurance in India" by Mr. K. U. Narayana Menon, "India in English Poetry" by Mr. K. M. Jhaveri and "Shakespeare as a Moral Text-book" by the Rev. L. P. Larsen are other articles of interest in the review.

Engineering, referring to mathematical reform, says it is well to consider what are the general lines upon which reform should be attempted. That mathematics is a science is generally admitted, and that physics, chemistry, and biology are also sciences is undoubted. Then it is strange that that aspect of the subject which is so essential and important (besides being most interesting) in physics, chemistry, and biology—namely, the historical and literary side—should be invariably omitted in mathematics. All the sciences are the better for being presented by their more human sides, and mathematics would prove no exception. As a simple illustration, what is more fascinating to a mathematical student of a few years' standing than a historical study of mathematics? To become familiar with the lives of the great men, to know the age in which their work was done, how they themselves lived, what they discovered and what they left undiscovered, and thus what yet awaits the scientific explorer—these are indeed matters by which a student's attention may be caught and held. It seems reasonable to suppose that the lively horror with which the many regard mathematics would be extended in addition to all other sciences, at present less formidable, were those others treated in the same lifeless fashion which is associated, alas! with most mathematical work.

The Indian Ladies' Magazine for September is particularly strong in illustrations. The frontispiece is a charming picture of 'a Moorish Lady',

(from a famous painting) and there is also a portrait, no less charming, of Lady Northcote, and a 'group of music students of the Maharani Girls' College, Mysore.'

II. British and Foreign.

Journal of Education.

"Mr. Balfour has held firmly to his principles and has won . . . The real Minister of Education, responsible for the legislation that has at last given us something like administrative unity is Mr. Balfour." Thus the *Journal of Education* on the 1902 and 1903 Education Acts. In a later "Occasional Note" on "passive resistance" a tantalising sentence occurs: "Those whose memory goes back so far tell us of similar scenes in the early seventies." We want to know more. "That any deep feeling has been widely aroused we absolutely refuse to admit," continues the paragraph. It is really unkind of the writer not to give his many readers who are only middle-aged no further material for estimating whether the present agitation will fizzle or not. Was there the corresponding proportion (considering population) to 3000 summonses issued in the first quarter after Mr. Forster's Act?

In London at the present time there is scarcely any theoretical instruction given in science which is not definitely associated with individual practical work. This is a pleasant gleaming from the *Journal of Education* notes on the tenth annual report of the L.C.C. Technical Education Board, which last year distributed £31,000 among secondary day schools within the area it controls.

We get some more useful figures from a column on the Teachers' Registration Council. This body dated their report to the Education Board for 1902 on January 23 of this year: it was graciously published by the Circumlocution Board last month. From this document we learn that Column A (where the elementary teachers are put) has now a population of 80,000. As these names have still to be arranged in alphabetical order our contemporary is of opinion that we cannot expect the publication of the first annual register till about the middle of 1904. Meanwhile

the additions to Column B are being published monthly in the *Journal of Education*.

"Some Aspects of Attention as a Thought-Process," by Mr. J. E. Adamson, is the title of the article to which the place of honour is accorded in the *Journal of Education*. It is long, but even the untrained teacher will appreciate it: the illustrative diagrams are original in conception and do illustrate.

The Educational Times.

How shall we treat our student-teachers? is the question discussed in the *Educational Times* leading article. It is regarded as certain that they will have to practise in ordinary secondary schools entirely independent of the training colleges, where the college master of method must not intrude. Who then shall supervise the student-teacher? The writer suggests that this duty be put upon one of the assistant masters and that the fee paid by the student should go to this master. "Subtriplasuperquadripartiens" and "multiplesuperparticular" are among the deceased polysyllables exhumed by J. H. H. in his interesting article on "Mathematical Nomenclature." Lord Kelvin's happy coinage "radian" for the unit of circular measure is in striking contrast with these. The *Educational Times* also gives seven columns to a detailed report of a lecture, "The Criticism Lesson," delivered by Professor J. W. Adamson to the Preceptors' Winter Meeting in January last.

The School World.

Geography teaching looms large in this month's *School World*, three articles being devoted to various aspects of it. The broadest treatment is in an unsigned contribution "Scientific Instruction in Geography," which advocates a temperate but serious handling of the subject. "So long as any master is considered competent to teach geography, and so long as examiners set questions which can be answered by learning topographical tags, the subject must remain in its present unsatisfactory position. We are all agreed that improvement is desirable, but little advance will be made until a practical teacher produces a course of work which can be carried out under

the ordinary conditions of school work by men who have not been specially trained to teach geography, and in the one or two periods a week devoted to the subject. It must be recognised that field work in school hours is impracticable in most cases, and that the only workable course which can be accepted under existing conditions must be of the nature of a compromise."

Next of the geographical articles in importance comes Mr. Wethey's "Available School Wall-Maps." He examines the state of the wall-map market from the teacher's point of view and discusses impartially those of British publishers which satisfy the requirements of being large, bright, clear, cheap, and down-to-date—the last requirement is particularly important in political maps. "A ten-year-old physical map is usually as useful as the day it was bought; a two-year-old political map is often worse than useless; it is actually harmful." In the third geographical article Professor Greville Cole, the geologist considers with general approval of the object, but some badinage as to the methods, the new plan of using stereoscopes in schools.

Another item of the curriculum rarely considered worthy of inclusion even in "general form subjects"—handwriting—has attained the dignity of treatment in an illustrated *School World* article. Mr. J. W. Jarvis, the author, writes with much care on a subject he has evidently made his own—but in these days of typewriters it is hardly likely that interest in calligraphy can be revived outside the elementary schools. Mr. Felix Clay's second article on "Fire Prevention in School Buildings" enumerates the desiderata in a new building under the heads of site, plan, construction, equipment, management, and periodical inspection. The advice on staircases—they should have a wall up the centre and be built of hard wood in preference to stone—is of particular interest: so too is the warning against letting the fire apparatus deteriorate through disuse—may it only be remembered!

Arithmetical progression will be learnt with more interest if brought to bear on the subject of

gravitation; geography is the body and history the soul of a country; the study of the mother-tongue and of foreign languages mutually aid and support each other. With such unimpeachable dicta Mr. A. Sonnenschein fortifies his article "On the Correlation of Studies" in secondary schools. In elementary schools he considers such correlation of even higher value. "It has lately been the good fortune of the present writer to witness a reading lesson given in a board-school in the south of London. The mistress, painstaking and conscientious, built up on the black-board all the new words of the lesson with such skill and accuracy that she riveted the attention of her large class of seventy (!) children, who watched with eager interest the growth of the words and their transmutations by the successive changes of single elements. This reading-lesson was followed by a writing-lesson, which reproduced the new words learnt, and fixed them in the mind by means of the analytical and associative, and not merely repetitive or carrying memory." At the same time Mr. Sonnenschein does not find the blessed word "correlation" a panacea in all cases: he objects, e.g., to the practices of using the shape of the letters of the alphabet for lessons on form, and of making Nature-study and reading-lessons mutually supporting.

"Entrance Requirements at Public Schools," although formally simply a review of a collection of examination papers, gives useful information and comparison of many different tests. An interesting descriptive article on the Educational Institute of Scotland affords incidentally the information that the degree (*sic*) of F.E.I.S. is growing in value and public esteem. This number of the *School World* contains as well a symposium on a "Correspondence Club for the Study of Pedagogics," which, started by influential authorities, bids fair to be not only in itself a useful adjunct to existing educational machinery but also the parent of many similar organisations. Even here the possibilities of correspondence tuition become recognised.

The National Review.

A timely article by Mr. T. Rice Holmes in the September *National Review* deprecates the attack upon teaching classics in our schools, especially for the false assumptions on which the opponents often proceed. It is not the case that the study of Latin is neglected in German schools: in actual fact it is pursued more thoroughly than here,—and the interest in the subject is increasing. In America again the value of classical study is becoming daily more recognised, although for years, Mr. Holmes might have added, we have had to look to America for our best Latin Dictionary and Greek Grammar.

To those whose scepticism takes the form “of what use will classics be to my boy in after-life?” the writer answers in the first place that no better mental discipline has ever been devised than that which the study of Latin and Greek affords. “As a well-informed journalist puts it, ‘The learning of classics forms the best basis on which the power to reason, to make deductions, and to acquire knowledge can be built up.’ This has been said many times before, and has been many times denied; but the experience of the teachers of every great European nation during the last four centuries—yes, and of modern men of science who are really eminent—is evidence of its truth. Those who deny it are men who, having themselves derived, or fancying that they have derived, no benefit from classical education, and observing that many boys leave school with only a smattering of Latin and Greek, impatiently clamour for teaching which shall be immediately useful.” Mr. Holmes quotes Lords Kelvin, Rosebery, and Goschen, Professor Jebb, Dr. Postgate, Mr. W. J. Courthope, and Dr. Almond to support his own view of the case, and then carries the war into the enemy’s country.

“When the anti-classicists deny that classics are useful, they should be called upon to explain what, for the purpose of their argument, the word ‘useful’ means. ‘I will ask them to define the use of mathematical training to those boys who will afterwards drop their mathematics. Yet that mathematics are useful even to these, I should not only not deny,’ but strenuously maintain.

Again, a large proportion of boys who have been taught history, speedily forget most of the details which they have learned, and never open an historical work after they have left school. It is not less certain that a considerable number of boys who pass their school-days on the science side never look at a scientific treatise in after-life. Are we, then, to conclude that boys of this kind derive no benefit from history or from science? Again and again we are told that most boys who receive a classical education learn only a little Greek or a little Latin, and that a little Latin and less Greek are equally useless. But who will maintain that boys who study history or science, however diligently, at school can possibly have any adequate knowledge of history or of science when they leave school? They have only laid a foundation. But if a little classics are useless, why is a little history or a little science so valuable? At every turn we are brought back to the real question: Is the object of scholastic education the formation of the pupil’s mind and of his powers of knowledge, or is it to impart information which shall be immediately and directly useful? If those who desire to abolish or to minimise classical education were consistent, they would carry their theory of utility to its logical conclusion.” This, Mr. Holmes points out, would lead to an impossible and chaotic time-table.

Education in the Central Provinces, according to the official Resolution, is improving. The extent of the improvement may be gathered in part from the statement that the total number of scholars increased during last year from 142,720 to 158,332. These figures, perhaps, should be regarded in the light of a warning from one Deputy Commissioner to the effect that in parts of his district the neglect of the infant classes is such that it is quite common to find children who have been attending school for months and have hardly learnt to read a single letter. The plague has interfered seriously with educational work in the Provinces, but the general advance is not quite so meagre as might have been expected. Some progress has been made in agricultural instruction. Mr. Hewett has been much pleased with what he has seen of the system of *deshi kasrat* during his tours. This form of exercise is popular with the boys and is attended with the best results in the way of healthy physical development. A Female Normal School has been established at Nagpur, and this, it is hoped, will do much to provide qualified teachers for girls’ schools.

Reviews and Notices.

A Selection from the Poetical Works of John Skelton; with Introduction, Notes, and Glossary, BY W. H. WILLIAMS, M.A. Isbister & Co. pp. viii., 268. Price, 3s. 6d. net.

Among the literary figures—by no means so few or so insignificant as is sometimes imagined—that mark the way of English between Chaucer and Spenser, none is more interesting than John Skelton, though thanks to a line of Pope’s, referring to his undoubtedly ribald element, he has been placed for a good many readers on the *index librorum prohibitorum*. Skelton was born about 1460, probably in the Eastern counties, and was educated at Cambridge, proceeding M.A. in 1484. The first evidences that we have show him in the light of a scholar, one who, infected by the New Learning, translated Cicero’s letters and the history of Diodorus Siculus, thus becoming acquainted with the venerable Caxton who praises his polished and ornate English—no slight praise from so well-versed a master, though modern critics find Skelton’s elegance less invariable than his command of language.

Of his poetical work the first example of which we know is a set of verses on the death of Edward IV., partly on the strength of which he became in 1490 poet-laureate of Oxford. The laureateship was at that date a University rather than a Court function and honour. A poem on the creation of Henry’s son Arthur as Prince of Wales enhanced Skelton’s reputation and led to his becoming tutor to that prince’s brother, the future Henry VIII. He also received considerable recognition from the king’s mother, the Lady Margaret whose name is linked with so many schools and colleges as founder or benefactor, and who was the most conspicuous friend of learning at the prosaic and material Court of Henry VII. Erasmus in 1497 somewhat fulsomely refers to him as ‘the light and glory of British letters.’

In 1498 he took ecclesiastical orders and entered upon the second phase of his career in which he became notorious as Rector of Diss (which gave rise to Henry’s playful appellation of him as Vicar of Hell (Hell=Dis=Diss) referred to in Milton’s *Areopagitica*) and the unscrupulous opponent of Wolsey. In 1504 his tutorship ceased, but though he thenceforward lived mainly in Norfolk he did not sever his familiarity with the Court, and his poems deal both with Court and clergy. The earliest of them concerns the former theme. *The Bowge of Courte* (i.e., the court rations) is not

strikingly original; Skelton had not yet struck out the remarkable vein in which he was afterwards to stand alone. The poem is an allegory in the Chaucerian stanza, dealing with a vision in which, as in Dunbar’s great poem, we have extremely vivid and powerful portraits of persons who are in effect the Deadly Sins, but primarily the vices frequenting the Court, by which the poet intimates he is oppressed and afflicted. There is thus an autobiographical note which is lacking in Dunbar; and Skelton further shows his quality in the vigour which he throws into the narrative and especially into the individual portraits. Nevertheless it is not by *The Bowge of Courte* that he will live in the history of poetry, any more than his morality *Magnificence* will make him live in the history of drama.

The first work in which the Skeltonian quality appears in unmistakable form is *Phyllyp Sparowe*, a dirge on a pet sparrow, freely imitated from the famous poem of Catullus, and put into the mouth of one Jane or Johanna Scroupe, one of the nuns of a Norwich convent. The poem belongs almost certainly to some time between 1504 and 1508; Barclay’s *Ship of Fools*, finished in the latter year, refers to it. It is here that we first come on the singular Skeltonian rhythm. It is a kind of verse which has no precedent, a verse consisting of short lines of two or three beats each and connected by rhymes which may be, and commonly are, multiplied to any extent. Abundance of rhymes not interlaced but simply repeated is the characteristic of Skelton’s verse. Its great strength is in passages of rapid and vehement expression and it thus offers a most striking contrast to the heavy and tedious versification into which the Chaucerian tradition had degenerated in the hands of Hawes. It was a verse well calculated to express Skelton’s peculiar qualities, his quickness, his vehemence, his reckless use of an abundant vocabulary.

Skelton is best known for his satire and his distinctly satirical writings are in the main, three. *Speke, Parrot*; *Why come ye nat to Courte?* (1522); and *Olyn Oloute*, which were directed, the last of them against the clergy at large, and the two former and especially the second, in the most direct and unmistakable way, against Wolsey. His animosity against Wolsey finally terminated his career. The great cardinal found the poet too formidable an antagonist to be ignored and finally the latter found himself forced to seek sanctuary at Westminster where in 1529 he died. *Why come ye nat to Courte?* is by far the most bitter of all the satires of the day, and for vigour of invective, and felicity (within certain limits) of satiric touch, it

holds its place among the classics of its species. We have not here space to treat of the poet's other works, e.g., *The Laurel*, a composition which reminds us of *The House of Fame* and is beautified by several charming lyric passages, and on the other hand the famous *Tunmyng of Elynour Rummynge*, an extremely coarse but extremely vivid and effective picture of popular life in the slums of London at the beginning of the reign of Henry VIII., not wholly incomparable with Chaucer's tales of the Miller and the Reeve.

This brief sketch of Skelton shows the versatility of his powers and the unique position he holds in the English poetry of his time. Dyce edited the poems in 1843 but the edition has long been out of print. In these circumstances the Professor of English in the University of Tasmania is to be congratulated and thanked for the present selection which includes the *The Bowge of Courte*, *Phyllip Sparowe*, *Colyn Cloute*, and *Why come ye nat to Courte?* Mr. Williams has followed Dyce, but not with servility. He has omitted objectionable passages and altogether produced a very welcome contribution to the bookshelves not only of the student of early Tudor literature but also of the general reader. The Introduction and Notes are excellent pieces of scholarship. It only remains to add that the printer and publisher have done their work satisfactorily and to express the hope that the little book will receive the attention, and achieve the wide sale, which it merits.

The Indian Young Man in the Battle of Life.
Christian Literature Society. Price 4 Annas.

This little book, compiled by Dr. John Murdoch, consists of sage counsels offered by a Christian veteran of the West to students of the East, on leaving college. The well-known writer appears to be equally at home, whether considering—as he recently did—"the influence of Vedantism in India," or the ordinary essentials to Health and Happiness. There is nothing abstruse and speculative in this little work; it is eminently practical; and if its counsels were followed, we should have a fine race of young men coming up, to take their part in the battle of life.

The book falls into two parts—Elements of Success in Life, with Moral and Home Duties; and Social, Moral, and Religious Reform.

In discussing the choice of employment, it is pointed out that the desire to obtain Government posts is almost universal; that the supply now far exceeds the demand; and that the urgent needs of the country require the development of

Agriculture, Manufactures, and Commerce. The late Sir Muthu Ootomaraswamy of Ceylon, hoped that the time would come "when a Hindu crew, commanded by a Hindu captain, should steam into New York or London, in a steamer built by Hindus in Bombay or Calcutta!" Some valuable "Business Hints" are given under the heads of Punctuality, Order, Tact, Politeness, Self-Reliance, &c. A clerk is reminded that "he is paid to give his entire time during office hours": and the aphorism of Hippocrates should be constantly taken as a directory: "Life is short, Art long, Opportunity fleeting, Experiment slippery, Judgment difficult." The book abounds in apt quotations from Eastern and Western celebrities, in weighty words culled from Madras Convocation Addresses, in pointed illustrations, anecdotes, and fables, in pithy proverbs and sayings. The Duke of Wellington, e.g., "never asked any one to do anything for me that I can do for myself."

Under the head of Reform, it is urged that "an active interest should be taken in the National Congress. . . . It is moving in the right direction, taking more and more interest in questions which concern the welfare of the people. . . . At the same time, as a rule, immediate action is not to be expected. Great bodies move slowly."

The finger is rightly placed on the patent causes of Indian Poverty, such as the tendency to run into debt; extravagant marriage and shradda expenses; locking up money in jewels; misdirected charity. The evils of caste, early marriages, enforced widowhood, seclusion of women, are once more insisted on. The wrongs arising from them should be redressed; and purity, temperance, and other reforms should be encouraged by every true Patriot of India. "India without female education is like a bird trying to fly with one wing." A good word is spoken for "*The Indian Social Reformer*," which has been "doing noble service."

Mr. C. H. Allcock, Senior Mathematical Master at Eton, whose *Theoretical Geometry for Beginners*, Part I, has met with much appreciation and success, has now published Part II of the same work (Macmillan 1s. 6d.). This volume contains the substance of Euclid III. 1-34 and IV. 1-9 as well as other important propositions. The book is particularly strong in exercises and may be warmly recommended to those who, while they desire to share in the reformed methods, are not willing to altogether forsake the paths marked out by the great master of geometry.

From Messrs. Bell come two recent additions to their classical series, one Greek, the other English. Mr. L. D. Wainwright edits the First Book of the Iliad (1s. 6d.) with a really serviceable array of Introduction, Notes and Addenda, the whole being abundantly and carefully illustrated. Mr. A. E. Roberts has dealt with eight of the best known Essays of Bacon (1s. 6d.) prescribed for the King's Scholarship Examination. The introductory matter is partly biographical and partly critical. The notes are perhaps over many. An appendix sums up the differences between the English of Bacon's day and that of our own.

Mr. Nesfield is unwearied in the production of Manuals of English. Only a short time ago we noticed his *Senior Course of English Composition* and now we have a volume called *Errors in English Composition* (Macmillan & Co. 3s. 6d.). It contains five chapters:—Errors of Grammar, of Construction, of Order, in Prepositions, in Conjunctions. The illustrative sentences have been taken partly from literature, and more extensively from recent journalism. The solutions are grouped together at the end of the book instead of following directly after the questions as is the usual practice in compilations of this kind. The book is well adapted both for class and private use and should do something towards decreasing the appalling frequency with which the several kinds of error are perpetrated.

Messrs. Macmillan & Co. have sent us several volumes of their English Classics Series. With the exception of *Lamb's Tales from Shakespeare*, a new volume edited by C. D. Panchard (1s. 6d.), the books contain texts prescribed for forthcoming examinations of the University of Madras, and include *Scott's Quentin Durward* (2s. 6d.) with introductions by the anonymous editor and the author; and notes by the author, by the editor, and by the ubiquitous Mr. Andrew Lang—a combination that should satisfy the most omnivorous student. There are three of Shakespeare's plays edited by the well-known hand of K. Deighton (*Hamlet*, *As You Like It*, *A Midsummer Night's Dream*); and Cantos I and II of *Childe Harold's Pilgrimage* done by the late Professor E. E. Morris of the University of Melbourne.

The worthy engineer McTodd, to whom the public were introduced in Mr. Catcliffe Hyne's well-known adventures of Captain Kettle has now attained the dignity of hero on his own ac-

count. A dozen spirited yarns in which he is the central figure have been spun by Mr. Hyne, and are presented to the Indian public in one of Messrs. Macmillan's Colonial issues. The many admirers of the author's former books will not be slow in getting hold of this new work, and they will not be disappointed. The local colour in the book, both Arctic and Torrid, is well done.

We have also to acknowledge the receipt of:

A Passage Perilous, BY ROSA N. CAREY.
Round Anvil Rock, BY NANCY H. BANKS.

Macmillan's Colonial Library.

Green's Short History of the English People.
Parts 31, 32 and 33. (Macmillan & Co.) Price 6d. each.

Indian Educational Notes.

MADRAS.

OFFICIAL NOTIFICATIONS.

Mr. R. S. Thorne, Vice-Principal, College of Agriculture, Saidapet, privilege leave for three months from the 16th July, 1903, and furlough on medical certificate in continuation, up to the 10th May, 1904.

Mr. T. Sankara Rau, B.A., Second Assistant Lecturer, Rajahmundry College, and Acting First Assistant Lecturer, to act as Lecturer, Rajahmundry College, in the tenth class of the Provincial Educational Service, during the employment of Maulavi Muhammad Azam Sahib Bahadur, B.A., on other duty, or until further orders.

Mr. M. Chelvarayachari, Supervisor of Primary Schools, Salem Taluk, is appointed to act as Sub-Inspector of Schools, Hosur Range, in the probationary class, during the absence of Mr. K. Srinivasa Aiyangar, B.A., or until further orders.

Mr. Edgar Thurston, Superintendent, Government Museum, privilege leave for three months from or after the 31st January, 1904, and furlough for nine months in continuation.

Mr. T. A. Sawminatha Aiyar, Sub-Assistant Inspector of Schools, Chidambaram Range, to be Sub-Assistant Inspector of Schools, Trichinopoly Range.

Mr. K. Dorasawmy Aiyar, Sub-Assistant Inspector of Schools, Trichinopoly Range, to be Sub-Assistant Inspector of Schools, Chidambaram Range.

The Sub-Assistant Inspector of Schools, Narsapur Range, is appointed Chairman of the Primary Examination Board, Godavery West District, vice Mr. C. Virabhadrayya, B.A., Headmaster, Board High School, Amalapur.

Mr. T. S. Ince, B.A., Lecturer, Rajahmundry College, is appointed Chairman of the Primary Examination Board, Godavery East District, *vice* Mr. A. C. Pranatartihara Aiyar, B.A., transferred.

The following appointments have been made:—Mr. Somasundra Rao Pantulu, Assistant Inspector of Schools, West Coast Division, has been appointed to act as Assistant Inspector of Schools, Ceded District Divisions, during the employment of Mr. A. S. Vaidyanatha Aiyar, B.A., on other duty, or until further orders. Mr. C. A. Wilkinson, B.A., Fourth Junior Assistant Professor, Presidency College, and Acting Second Junior Assistant Professor, has been appointed to act as Headmaster of the Central High School, Mercara, in the Tenth Class of the Provincial Educational Service during the employment of Mr. Moss, M.A., on other duty or until further orders.

THE Director and Deputy Director of Public Instruction, with Mr. Chatterton, of the School of Arts, visited the United Free Church Mission agricultural settlement of Melrosapuram, Chingleput, a short time ago with a view to see what had been done there in a pioneering way especially with well-irrigation and oil-engines. It is stated that they were very much struck by the results that have been achieved by the Rev. A. Andrew; and it may be hoped that Melrosapuram will show the way to the establishment by Government and District Boards of many such object-lessons in other Districts.

News has been received in Madras that Mr. V. Panduranga Row, formerly a student of the Presidency College, Madras, and now of St. John's College, Cambridge, has come out second in the recent Civil Service Examination. Mr. V. P. Row is a native of South Canara, and belongs to the Saraswat community of which the Hon'ble Mr. N. G. Chandavarkar of the Bombay High Court and Dr. Row, the only Indian M.D. of the London University, are members.

THE ceremony of unveiling the photograph of His Highness the Maharajah of Cochin at the Mar Ignatius High School of Kunnankulata was celebrated, Mr. Anantharama Iyer, B.A., B.L., District Judge, presiding. The school was decorated with festoons and evergreens. There was a large gathering and the pupils were given a sumptuous treat.

UNDER the rules sanctioned in G.O., No. 546, Educational, dated 20th July, 1891, the Denison Scholarship is tenable at the Madras-i-Azam during the whole period of the secondary course, its value being Rs. 3 in the lower secondary forms and Rs. 7 in the upper secondary. Under this arrangement the benefit of the scholarship is restricted to a single individual who enjoys it during a period of six years, while there is always the possibility, during this long tenure, of his discontinuing his studies in

the middle of the course and thus frustrating the object for which the scholarship is given. This, in fact, is what has now happened, the last holder having abandoned his studies before appearing for the Matriculation examination. In view of these circumstances, a more advantageous way of utilising the endowment would be that the scholarship should be given only for three years and that it should be tenable only in the upper secondary forms. The Director of Public Instruction has approved of this suggestion as it seems certain that the purposes of the endowment would be better served by helping two pupils to go through the more expensive period of the secondary course, *viz.*, the high school course, and appear for the Matriculation examination, than by helping one through the entire course. He has, therefore, recommended that the scholarship be fixed at Rs. 5 and be made tenable for three years in the upper secondary forms of the Madras-i-Azam, the change taking effect from the beginning of the current year. Government have approved of the alteration.

THERE was a very large attendance at the Baldwin High School, Bangalore, to witness the distribution of prizes to the girls and boys of these schools, and the laying of the foundation stone of the Toussaint Memorial Dormitory. Sir Donald Robertson had consented to preside at these functions, but at the last moment wrote as follows to the Rev. P. V. Roberts, the Principal of the Schools: "I am very sorry to be obliged to inform you that I am still unwell, and unable to walk, and that consequently I cannot have the pleasure of presiding at the prize-giving and foundation stone laying this afternoon. No one can be more disappointed than I am, for I was anxious to have been publicly associated with the memorial to the late Mr. Toussaint. I have asked Mr. Moss King, my First Assistant, to represent me, and hope that the building to be erected will fitly commemorate Mr. Toussaint's work here, and extend the scope and usefulness of the school he managed so well." The Richards' Hall was gaily decorated for the occasion, Mr. Toomey, the resident-master, being responsible for the pretty appearance the room presented.

THE distribution of prizes to the pupils of the Government Girls' School, Srirangam, was performed by Mrs. Bedford, wife of the Collector. The Report read by the Headmaster showed that there were 140 girls on the rolls as against 134 last year more than 80 per cent. of them belonging to the Brahmin community. The school was maintained at a cost of Rs. 1,300 a year. After the distribution of prizes Mr. J. P. Bedford thanked those present on behalf of Mrs. Bedford for their kindness, and, in the course of a short speech, referred to the complaint of the Headmaster that girls were withdrawn from school at a very early age and that even during their short stay, their attendance was irregular, and said that the presence of so many Hindu gentlemen showed their sympathy with the cause of female education, and i

that was the case it was clearly their duty to see that the girls received a good education and attended school regularly and punctually. He saw it mentioned in the Report that none of the girls appeared for the Primary Examination as they were poor and could not pay the fee of Rs. 2-8. He could not believe that those who had spent many hundreds of rupees in educating themselves and obtaining double diplomas from the University were not able to pay the paltry sum of Rs. 2-8-0 for their girls. The Government were doing all that they were expected to do in the matter of female education, but a good deal more depended upon the natives of the country.

UNDER the auspices of the Teachers' Association a public meeting was held on Saturday, September 12, in the Teachers' College hall, Saidapet, when Mrs. N. A. Courtwright gave a demonstration of the Kindergarten method of teaching. Mr. J. H. Stone occupied the chair. There was a large gathering of the staff and the normal students of the training institutions at Saidapet and in Madras.

In introducing the subject the lecturer said that the aim of education was the full and harmonious development of the various powers latent in the children as opposed to the old aim of simply "cramming" the memory with dry and unintelligible information. The methods adopted should satisfy the child's activity which should itself be made the medium of instruction. The means suggested were action songs, games, drawing, object-lessons, etc. intermingled with conversation, stories, spelling and writing. The pupils brought for the demonstration of the methods by Mrs. Courtwright, belonged to the Panchama Free Schools established by Colonel H. S. Olcott; and the teachers employed in training them were of poor educational qualifications.

In spite of these disadvantages, she proved by her demonstration, that the Kindergarten methods could be successfully applied in Indian Schools.

The Chairman highly commended the rational method of teaching employed by Mrs. Courtwright and her staff in their schools. He remarked that the demonstration was in no way a spasmodic outburst, but the result of a regular system continuously practised during the year and had proved clearly that Mrs. Courtwright had not only done enough to satisfy the inspecting officers, but had also trained her teachers to enter into the spirit of Kindergarten and make them realise how important it was just, and that the demonstration clearly proved that Kindergarten did not hinder, but rather helped school work, and that the greater the number of channels into which a child's activity was properly guided, the greater the chances of success in after life.

After the usual vote of thanks to the lecturer and the Chairman, the meeting was brought to a close when the children were given light refreshments.

THE fifteenth anniversary and prize-giving of the Madanapalle High School was held recently. (This school has the distinction of being the only High School in the Ceded Districts, and is kept up and managed entirely by native effort.) Mr. Arthur Mayhew, M.A., of Oxford, the recently appointed Inspector of Schools, Central Circle, occupied the chair, and the prizes were distributed by Mrs. Henry J. Scudder. The Headmaster, as well as the Manager of the institution, is Mr. Giri Rau, B.A., who has been responsible for the management since August, 1901. His Report was full of interest and showed that the school and its affairs were making encouraging progress.

A laudable attempt is being made by the Headmaster to raise an endowment fund of Rs. 15,000, so as to place the institution on a safe and permanent basis. The Collector of the District, Mr. B. Macleod, M.A., as well as the Sub-Collector, Mr. F. A. Coleridge, have taken an active interest in the plan and have encouraged Mr. Giri Rau in his attempt.

Mr. Mayhew delivered an interesting and suggestive address. He commended the Headmaster and his assistants on their work, and stated that the school was really efficient, and thoroughly deserved to have Government aid continued to it. He spoke of the great advantages of such institutions in India, where the pupils learned the use of the English language, by means of which a vast source of literature was opened up to them. In India, the East and West co-operated and a thorough knowledge of English would enable the people of the East and West to understand each other better. In conclusion, he pointed out that the true test of any educational institution was the stamp of boys that were graduated from it. Character was the great aim of education. The great cardinal virtues, honesty, truthfulness, uprightness, perseverance, &c., were sown during school days and reaped in latter years.

Mr. Mayhew's careful examination of the schools in Madanapalle and vicinity, and his many valuable suggestions, have been very helpful to the educational work and most beneficial to masters and students. He leaves Madanapalle to-night for Cuddapah.

In reviewing the working of the Madras Medical College during the year 1902-03, the Director of Public Instruction says:—The strength of the College was the largest on record and the increase during the year under review was shared by all the classes except the Hospital Assistant class which showed a decrease of 17. It is noted that the number of female students rose during the year. The Principal is requested to report, in consultation with the College Council, on the Surgeon-General's suggestion to close the chemist and druggist department. A steady improvement is noticed in the results of the University examinations, the total percentage of success having risen from 47 in 1899-1900 to 51 in 1900, 1901, 57 in 1901-1902 and 61 in 1902-1903. The results

of the College examinations for the last four years show more variation in the percentage of passes in the various examinations. The suggestions of the Professor of Hygiene should be laid before the College Council, and their opinion should be submitted to the Director for orders.

These suggestions are as follows :—

"The Professor of Hygiene is of opinion that the Apothecary section of his class should be entirely separated from the M.B. and L. M. S. section, both in lectures and class examinations, as the preliminary education of the members of this section 'does not enable them to profit by, or even understand, a good deal that has to be taught to the M. B.'s' and he considers that 'the instruction in hygiene would be rendered both more intelligible and more profitable, if a series of out-door demonstrations, similar to those ordained for the Sanitary Inspectors' class, could be instituted' for the Apothecary student."

If the difficulty caused by combining the Apothecary and Collegiate sections of lectures in hygiene exists also in connection with other subjects, it seems desirable that measures should be devised for the separation of the two sections both for instruction and examinations. The administration of the institution continued to be efficient and was creditable to the Principal and the staff.

The Government have passed the following Order :—The strength of the Medical College at the close of the year was 564 as against 489 at the end of the previous year, the increase occurring chiefly in the Apothecary and Sanitary Inspectors' departments. Next to Europeans and Eurasians, Brahmins formed the largest number on the rolls, 65 out of the 101 students in the Sanitary Inspectors' class belonging to this community. Only two students joined the L. M. & S. first year class while 32 entered the M. B. & C. M. class. With reference to G.O., dated 25th August, 1902, the College Council considered that the time had not arrived for raising the minimum qualification for entrance to the latter class. Such of the students as find the course difficult readily join the L. M. & S. class in the second year. Twelve of the previous year's first year M. B. & C. M. students thus joined the second year L. M. & S. class in 1902-1903. The results of the College department, though better than in any of the previous three years, did not reach the standard obtained in 1898-99. Those of the Apothecary department showed, on the whole, a marked improvement on the previous year. The Report called for in the Director's review should be submitted without loss of time and the Government should be informed whether they are already committed to expenditure on the department during the current session. The large falling off in the contributions of Local Boards and Municipalities is due to the revised method of calculation introduced by G.O., dated 10th October 1901.

OCTOBER 2 and 3 were days of rejoicing in the Maharajah's College, Trevandrum. On the 2nd was cele-

brated the College Day with much *éclat*, and on the 3rd there was the annual distribution of Prizes. The latter ceremony was presided over by H.H. the Maharajah, and the British Resident delivered the customary address. In the absence of Dr. Mitchell on leave Dr. Bishop read the Report and made touching reference to the late Mr. Boyle.

The Resident, in the course of his address, remarked :—

YOUR HIGHNESS,—I wish to join in all that has been said regarding the death of Mr. Charles Boyle. In him Your Highness lost a zealous servant and this College lost a sympathetic Professor. No one could meet Mr. Boyle without at once seeing that he was a man whom conscience directed. I beg also to congratulate Your Highness upon the conspicuous success in the History course which was recently introduced. We are told that of 14 men who appeared in History for the B.A. degree 11 passed and that one of these was in the first class, taking the second place among 264 candidates and gaining a gold medal. Another man took a first class in Chemistry and he also gained a gold medal. The percentage of men successful in other branches is very satisfactory. I entirely concur with the Principal that success is not the gauge of merit but, nevertheless, when success does come we may be glad of it.

Students of the Trevandrum College,—For the fifth time I stand in this Hall, a gray-haired senior with more than 30 years' service behind me, to speak to you young men who have your life's work before you. The other day I was looking over some papers about education, and I came on a remark upon "the precious years before 22 when a man is able to acquire any knowledge and when what he acquires remains for his life." That is the idea which I wish to impress upon you. "Remains for his life." The instruction, that you receive within these walls is not to be cast aside and forgotten the instant that you obtain your degree. It is intended to equip you for your life's task. The time that you spend here is the seed time to produce a harvest which may last for 70 years, the harvest of your good work as citizens of this Travancore State. I say of your good work as citizens, because I wish you not to regard your College course simply as a money-making investment, as so much money spent on tuition and on examination fees in the hope of obtaining so much income at the Bar or in a Government office. I wish you to feel that each one of you, as an educated man, has an individual responsibility to assist in the advancement of this State in which you were born. There are in Travancore nearly three million souls and it rests with you,—the students whom this College year by year sends forth,—it rests with you to induce these three millions to step forward and to take their due part in the world's history. I admit that a beginning has been made. The Travancore Census Report, which Mr. Subrahmanya Aiyar has compiled with so much ability, shows that on one point the Cochin and Travancore States are in advance of all India, and that point is the percentage of the population who can read and write. So far well.

That is the key which unlocks all other knowledge, and the prevalence of this elementary education leads one to hope that in years to come Cochin and Travancore may take the lead in other subjects, in secondary and in higher education, in technical education, in research, in commerce and in statesmanship. This rests with you. The Darbar maintains this College in the expectation that the College may produce cultured intellects which may elevate this State to the foremost place in the Indian Empire. This is the great movement in which you may take your part.

It is for you to lead the way in grappling with those problems that confront every thinking man. I do not refer to material problems only, although many such loom heavy on the horizon, and before long may in their solution tax the utmost capacity of the administrators of Travancore. There are things more important than wealth and prosperity. In the Travancore Census Report there is one sentiment in which I cannot concur. The editor says "Material want is the chief enemy of religion, morality and character." Not so! There are worse things than poverty. Doubtless it is true that if you can aid in poverty, doubtless it is true that if you will do, better service in the sight of God who is over us all, the State good service, but you will do better service, if you can do something towards getting rid of the reckless litigation between neighbours, the malicious accusations, the anonymous letters, which are the curses of Travancore. You may say that you, few in number, can do little to check an evil so widespread. Perhaps so, but at all events do that little. A single man cannot do much, but each single man is a unit which can swell the number of a host. Drops of water make a flood. Flakes of snow make an avalanche. At least you can resolve to set your faces against and to give the example of men who take no part in these hateful practices. The voice of the students who leave this College may be potent to create in Travancore an enlightened public opinion which in time may sweep away those foul blots on the fair fame of this State.

BOMBAY.

THE Lord Bishop of Bombay on the 29th September distributed prizes to the children attending the Victoria High School, Poona. The ceremony took place in the Connaught Institute, where a large gathering of the friends and relatives of the pupils assembled for the purpose. The Report of the school, which was read by Mr. Richard Sorabji, traced the working of the institution during the past year. Among the success achieved by the school the Report indicated that two pupils had passed the Matriculation Examination, two had received certificates from the Bombay School of Arts, three students had passed into the Grant Medical College, Bombay, and one into the Medical College, Calcutta.

On Tuesday, the 15th September, the prizes awarded in the Girassia College, Gondal, as a result of the

annual examination, were distributed by Mr. H. O. Quin, Agent to the Governor in Kathiawar. Mr. Quin was accompanied by Mrs. Quin and Captain Beale. H. H. the Thakor Sahib of Gondal, together with Kumar Shri Bhojraj, the heir-apparent, and Kunveri Shri Bakunerba, were also present.

After Mr. J. F. Hartin, B.A., the Principal, had briefly welcomed Mr. Quin and had reviewed the recent progress of the College, Mr. Quin gave away the prizes, and afterwards addressed the assemblage as follows :—

"At the outset of the few remarks which I propose to make on this occasion, I should like to tender my congratulations in regard to this very excellent institution in which we are now assembled. I should like in the first place to congratulate His Highness on the far-sighted policy which dictated to him the idea of a College such as this, and I wish to congratulate Mr. Hartin also on the success which is attending his zealous endeavours to carry that idea successfully into execution. I had the pleasure this morning of inspecting the College premises and of seeing the boys at their work, and I may say that I came away with the feeling that nowhere had I seen any institution in all ways so admirably adapted for the purpose for which it was created. The building is a worthy addition to the many fine examples of architecture which are to be found at the capital of the State, and the internal arrangements seem to be all that can be desired. The class-rooms, the dormitories, and the dining hall, not to mention the very fine hall in which we now are, are all most admirably suited to these purposes, and I should say that there are few, if any, school-boys in India who work and who live under such pleasant and such comfortable conditions as are enjoyed by the boys of the College.

The history of the College is one of steady progress. The numbers have increased from year to year and are increasing still to such a degree that the extension of the College is rapidly becoming a matter for the consideration of His Highness. There could be no better proof of the value of the institution. The results of the College work are in every way most satisfactory and reflect great credit on Mr. Hartin, the able and zealous Principal, and upon the highly qualified staff under his direction. When speaking at the Wadhwan Girassia School last year I took the opportunity of saying a few words on the very difficult, and at the same time very pressing, question of the education of the Girassias and on the great value of all institutions established for that purpose. I should like here again just to touch briefly on that point, a point the importance of which, as it seems to me, it would be difficult to over-estimate. Both Government and the chiefs of Kathiawar are confronted with a problem for which some solution must be found if the welfare of their Girassia subjects is to be maintained. That problem is to preserve the status of the small landholder, when, as each generation passes, the lapse of time and the increase in numbers brings to each individual a property which is ever growing smaller and smaller;

I have no hesitation in saying that the proper lines upon which to attack that problem are the lines which were followed by His Highness when he established the Girassia College here.

What the Girassias as a class want is education, and without it I for one fail to see how any measures, political or otherwise, that may be taken, can preserve them in the long run from sinking to the state which I regret to say some of them have already reached, a state in which they are little, if at all, better than ordinary cultivators, are indeed hewers of wood and drawers of water. The education of the Girassias will operate in two ways at least. It will enable them to defend themselves against the wiles of the money-lender and to see for themselves the futility of much of that litigation to which they are now so prone, and further it will place them in a position when the need arises to earn their living independently of the land to which they have from time immemorial been attached, but from which owing to extravagance or to custom of inheritance they can no longer obtain adequate subsistence. Every year from this College will go forth a few young men of the Girassia class qualified to hold their own in the conditions in which they live. In this College will have been sown the good seed, and as a little leaven leavens the whole lump, so in course of time we have every reason to hope that the College impressions of these boys and their manifest qualifications will stir up amongst their relations and their acquaintances feelings which will lead to the spread of that education, which we desire. In establishing and maintaining this College His Highness's action has been as far-sighted in conception as it has been liberal in execution, and I feel that it is not Gondal only but the whole province which owes to him a debt of gratitude.

I am told that there is some misconception abroad as to the attitude taken up by the Agency in regard to this College. It is of course the fact that the Agency has an institution of a somewhat similar nature at Wadiwan, and it is true that education is somewhat more expensive than it is here, and that consequently some parents may desire to send their children to Gondal rather than to Wadiwan. Well, all I can say is that in my opinion there is plenty of room in Kathiawar for both. The systems of education and the conditions of living vary, and there will always be boys for whom the Wadiwan school will be specially indicated. It has its own recognized place in the educational system of the province as has the College here. There should be no feeling of unfair competition between the two, and I may say that the Agency will be only too glad to obtain the advantages of this College for boys whose circumstances render it undesirable that they should be sent to Wadiwan."

A MEETING of the Senate of the Bombay University was held in the Sir Cowasjee Jehangir Hall, the Rev. Dr. Mackichan, the Vice-Chancellor, presiding.

THE LATE MR. JAMETRAM NANABHOY.

Before the business before the Senate was proceeded with the Vice-Chancellor called the attention of the Senate to the great loss which that body had sustained in the sudden removal by death of one of its youngest members, Mr. Jametram Nanabhoi. On the testimony of those well-qualified to express an opinion Mr. Jametram retained a very high position in his own profession, and those of them who remembered him in the Senate and those of them who differed often from the opinion which he advocated would remember most of all the gentleness and modesty with which he bore himself in all discussion in the Senate of the University. They all felt deep regret on this unexpected loss.

PROPOSED NEW MEDICAL DEGREE.

Dr. R. N. Khory moved that, as recommended by the Syndicate, a new medical degree, to be entitled the degree of M.B., B.S.—Bachelor of Medicine and Surgery—be instituted in place of the degree of L.M. and S., the Previous Examination in Arts being required as the standard of preliminary examination for the new degree. He further proposed the following among other regulations for the degree: (1) The candidate must have passed the Previous Examination in Arts of the Bombay University or an examination of any other recognised University equivalent to that examination and must have been engaged during five University years in professional study at a school of medicine recognised by the Bombay University (Footnote: Candidates are strongly advised to take up Latin as the classical language, which is required by the General Medical Council in England for registration.) (2) The first examination for the degree of M.B., B.S. will be held annually at Bombay commencing on the fourth Monday in September. (3) No candidate shall be admitted to the examination, unless he shall have produced certificates (a) of having been engaged in professional studies for at least one academical year, and (b) of having attended certain courses as prescribed. (4) Candidates must apply to the Registrar two months before the examination. (5) Each candidate must pay to the Registrar a fee of Rs. 25. (6) Failure to pass the first examination will not disqualify the candidate for presenting himself at any subsequent examination. The 7th regulation prescribes the subjects in which candidates will be examined and contains the following: N.B.—A candidate who has passed the Intermediate Examination for the degree of B.Sc. shall be exempted from the first examination for the degree of M.B., B.S. and considered to have completed his first year of study. The 11th regulation fixes the first Monday in October for holding the second examination for the degree of M.B., B.S. The 12th regulation requires candidates for this examination to produce certificate of (a) having been engaged in medical studies for at least three years; (b) or having passed the first examination for the degree of M.B., B.S. or the Intermediate Science Examination; (c) or having attended certain prescribed course and the 14th regulation fixes a fee of Rs. 25 for this examination. Regulation

20 provides that the examination for the degree of M.B., B.S. will be held twice a year in Bombay, commencing on the fourth Monday in June and the fourth Monday in November. Regulation 21 requires that the candidate must have passed the second examination for the degree of M.B., B.S. and contains a N.B. as follows: A candidate, who is a graduate in medicine of a recognised University and who desires to obtain the degree of M.B., B.S. of the University will be required to pass the final examination for the degree of M.B., B.S. only. Regulation 25 fixed a fee of Rs. 50 for this examination.

Dr. K. E. Dadachanji seconded the proposition reserving his remarks.

Dr. A. G. Viegas moved an amendment to the effect that the Syndicate be requested to review their decision. He said this question had come before the Senate four or five times before and on all those occasions it had been wrecked on the question of the standard of preliminary education. He considered the preliminary test now proposed to be insufficient and he did not think that since they last considered the question anything had happened to induce the Senate to change its mind as to the standard of the preliminary education, and if anything had happened it had been in the direction of enhancing the standard of preliminary education. Since they last considered the question the General Medical Council of the United Kingdom had laid down that it was absolutely necessary that the preliminary test for the M.B. degree should be raised, and he did not think that the Senate ought to go behind its own determination of five or six years ago. The Oxford and Dublin Universities required that the candidates for the examination of the degree of M.B. ought to have the degree of B.A. or B.Sc.; and not to go so far he might point out that the Punjab University had also fixed a similar test. He did not see why the Bombay University should accept a lower standard of test. He further argued that the Indian Universities Commission had recommended Intermediate Examination as the preliminary test for the degree of M.B., and the Government would very probably give effect to that recommendation. In that event he thought the Senate would put itself in an undignifying position by deciding upon a lower standard.

Dr. Temulji B. Nariman seconded the amendment. He observed that in view of the recommendation made by the Universities Commission with regard to the standard of test for the degree of M.B., it would not be wise to pass the proposition.

The Hon. Mr. C. H. Setalvad considered that no case had been made out for referring the question back to the Syndicate. Had he wished it Dr. Viegas could have given a notice of motion proposing Intermediate Examination as a preliminary test for the degree of M.B. But because he failed or omitted to do so he had moved this amendment.

Sir Bhalchandra Krishna said this question was taken up a few months ago by Colonel Dimmock, Principal of the Grant Medical College, who called

together some representative Fellows of the University and the Professors of the Grant Medical College. The subject was carefully discussed at that time, and it was then almost unanimously agreed that the Previous Examination should be the preliminary test for the M.B. degree. The Medical Faculty and the Syndicate subsequently considered the proposal very carefully, and after it had been thoroughly threshed out it had been brought before the Senate. In view of these facts he thought it was not right to again shelve the question.

The amendment was then put to the vote and lost.

Dr. H. M. Massina moved the following amendment "That the Senate consider it desirable that a new degree in Medicine, to be entitled the degree of M.B., B.S., be instituted in place of the degree of L.M. & S., and that the question of the standard of Preliminary Examination in General Education for the new degree and the regulations to be adopted in connection therewith be referred for consideration and report to a committee (with power to add to their number) at the Senate consisting of the following gentlemen with a request that the report be presented through the Syndicate within two months from this date:—The Vice-Chancellor, the Hon. Mr. P. M. Mehta, the Rev. F. Dreckmann, the Hon. Mr. C. H. Setalvad, Lieutenant-Colonel Dimmock, Dr. R. N. Khory, Major L. P. Childe, Dr. K. E. Dadachanji, Mr. N. A. F. Moss, Mr. Shamrao Vitthal, Dr. K. R. Vicaji, D. Cawasji Hormusji, Dr. Temulji B. Nariman, Lieutenant-Colonel D. N. Parekh, Dr. Ardeshir P. C. Kama, Dr. M. G. Deshmukh, Sir Bhalchandra Krishna, Dr. Dominick A. De Monte, Major C. H. L. Meyer, Dr. A. G. Viegas, Major T. D. C. Barry, Lieutenant-Colonel M. A. T. Collier, Mr. Adarji M. Masani, Dr. G. B. Prabhakar, Professor T. K. Gajjar, Lieutenant-Colonel W. H. Quicke, Dr. N. F. Surveyor, Dr. B. E. Ghaswalla and Dr. H. M. Masina. Dr. Masina said the degree of L.M. and S. at present given by the Bombay University was a misnomer and owing to the misconception arising out of its name, Indian students desiring to join English Universities had to encounter many difficulties. He considered the test of the Previous Examination for the degree of M.B. too exacting and said an opportunity should be given to the committee he had proposed to suggest whether a preliminary science examination would not serve the purpose as well. The present complaint of the deficient knowledge of English arose from the abolition of oral examination in English at the Matriculation and Previous Examinations. He was of opinion that the curriculum of studies for the Matriculation Examination was sufficient, but the fault lay in the manner in which it was conducted. He considered the curriculum proposed for the examination for the degree of M.P. had not been sufficiently threshed out by the Medical Faculty, and advised the Senate to refer the whole matter to the Syndicate for further consideration.

Mr. N. G. Velinkar seconded the amendment.

Sir Bhalchandra said nothing would be gained by appointing a committee and again shelving the

question for months together. The question had been considered in the Senate, the Syndicate and the Medical Faculty from time to time, and it was now for the first time that unanimity of feeling had been arrived at on the subject between the medical profession as represented by the non-official members of the Senate and the profession as represented by the official members, namely, the professors of the Grant Medical College.

Mr. K. Subramani Ayer spoke against the amendment. He said if there was any difficulty in the way of settling the syllabus it could be remedied as the time went on and their experience was increased. There could never be a perfect syllabus as it must change as the science progressed. In the matter of M.B. Degree the Bombay University was a quarter of a century behind the times. The sister universities of Madras and Calcutta had their M.B.'s, but the Bombay University had none owing to their constant differences about preliminary qualifications and other minor details. Let them institute the degree and the Medical Faculty would have plenty of opportunities to improve the curriculum.

Messrs. Somarth and Padhye were in favour of the amendment.

Dr. Khory having waived his right of reply, Dr. Masina's amendment was put to the vote and lost, twenty-two voting in its favour and twenty-six against it.

A poll was then demanded and given, with the result that 25 voted in favour of the amendment and 29 against it.

Sir Bhalchandra Krishna then proposed an adjournment of the meeting, which was granted.

THE M.B. DEGREE.

At adjourned meetings the Senate resumed consideration of the proposal to institute the degree of M.B., B.S. An amendment, moved by Dr. Deshmukh, suggesting certain additions and alterations in the proposition of Dr. R. N. Khory, was passed. The proposition so modified was to the effect that as recommended by the Syndicate, a new medical degree, to be entitled the degree of M.B., B.S., Bachelor of Medicine and Surgery, be instituted in addition to the present degree of L.M. and S. It was further proposed to adopt a number of regulations for the degree. Regulation one was as follows:—The candidate must have passed the Previous Examination in Arts of the Bombay University or an examination of any other recognised University equivalent to that examination and must have been engaged during five University years in professional study at a school of medicine recognised by the Bombay University. (Footnote: Candidates are strongly advised to take up Latin as the classical language, which is required by the General Medical Council in England for registration.) A candidate for the degree of L.M. and S. must have passed the Matriculation examination of the Bombay University

and must have been engaged during five University years in professional study at a School of Medicine recognized by this University and must have passed all the examinations detailed below for the M.B., B.S. Degree, with such percentage for passing as the Senate may hereafter determine, in all the subjects mentioned except that he need not pass in:—(a) (i) Zoology, under the head Biology in the First Examination for M.B., B.S., (ii) Elementary Experimental Physics except Elementary Mechanics of Solids and Fluids, in the Examination, (b) Bacteriology and Mental Diseases comprised in the subject numbered 4 and 5 in paragraph 23, in the Final Examination for the degree of M.B., B.S., fixed Rs. 25 as fee for the First Examination in Medicine. The 7th regulation prescribed the subjects in which candidates will be examined and contains the following: N.B.—A candidate who was passed the Intermediate Examination for the degree of B.Sc. shall be exempted from the first examination for the degree of M.B., B.S. and considered to have completed his first year of study. The 14th regulation fixes a fee of Rs. 45 for this examination. Regulation 31 requires that the candidate must have passed the second examination for the degree of M.B., B.S., and contains a N.B. as follows:—A candidate who is a graduate in medicine of a recognised University and who desires to obtain the degree of M.B., B.S. of this University will be required to pass the final examination for the degree of M.B., B.S., only. Regulation 25 fixed a fee of Rs. 50 for this examination.

The Vice-Chancellor said the Senate should now proceed to deal with other amendments. It might be that some of these amendments might be accepted by the mover of the original proposition. But they should proceed with them in order, and the first amendment that should now be taken up was that of which Sir Bhalchandra Krishna had given notice.

Dr. R. N. Khory, the mover of the original proposition, intimated that he was willing to accept several of the amendments with a view to save the time of the Senate.

The Vice-Chancellor said perhaps the best course would be that these amendments were placed before the Senate by their proposers. He accordingly called upon Sir Bhalchandra to move his amendment.

The Hon. Mr. Sitalvad pointed out that Sir Bhalchandra having already taken part in the debate could not move the amendment.

Dr. Shantaram accordingly rose to propose the amendment which stood in the name of Sir Bhalchandra.

The Hon. Mr. Sitalvad took exception to Dr. Shantaram proposing the amendment which could only be moved in the absence of Sir Bhalchandra who was, however, present at the Senate. The absence of a member, pre-supposed that the member, if present, would be competent to move, but as Sir Bhalchandra was present at the meeting Dr. Shantaram could not move the amendment.

BENGAL AND BURMA.

OFFICIAL NOTIFICATIONS.

The Vice-Chancellor said that as there was no special rule laid down regarding the point raised, and as the notice had been accepted and in the absence of the mover another member had moved on a previous occasion, Dr. Shantaram would be justified in moving the amendment in question.

Dr. Shantaram then moved the amendment which was to the effect that the degree of M.B., B.S. would be conferred upon candidates, who passed L. M. & S. examination of November 1903 as had already passed the Previous Examination.

Dr. Khory accepted the amendment, which embodied certain alterations in the rules and regulations.

Dr. Deshmukh and Dr. Masina strongly opposed the amendment, which could operate unfairly on the students.

Sir Bhalchandra asked that a portion of the amendment of which he had given notice, might be allowed to be withdrawn, as the circumstances which existed at the time he gave notice did not exist at present.

The amendment in question was then allowed to be withdrawn with the permission of the Senate.

Discussion took place as regards certain portions of the amendment, particularly with regard to the fees charged for the examination of candidates. Dr. Khory was in favour of charging the higher fee. Dr. Masina supporting him stating that the examination fees in India were ridiculously low as compared with those charged in England. Dr. Masina was in favour of charging higher fees with a view to enable the University to secure the services of competent examiners.

Mr. Hormusjee Dadabhoy remarked that the most successful candidates come from the poorer classes and the University ought not to shut the door against them.

Dr. Khory's proposal for charging Rs. 50 instead of Rs. 40 as the fee for the examination of candidates was passed by 21 votes, against 20.

Mr. K. B. Wagle moved an amendment regarding certain concessions made in favour of candidates who had passed their examinations in the Arts' course.

Dr. Khory accepted the amendment which was carried.

Dr. Kher then moved an amendment regarding the science course of the examination. The amendment was lost.

Dr. N. F. Surveyor moved his amendment relating to the chemistry course, which was adopted.

Dr. Kher's amendment anent the lectures in bacteriology was also agreed to.

The original motion as amended by the various amendments, was then put to the vote and carried.

This concluded the business before the Senate.

Babu Sasi Bhusan Dutt, M.A., Professor in the Presidency College, is appointed to be Inspector of Schools, Chota Nagpur Division, on probation for six months, *vice* Mr. Manomohan Ghose.

Mr. Manomohan Ghose, B.A. (Oxon), Inspector of Schools, Chota Nagpur Division, is appointed to be temporarily a Professor in the Presidency College, *vice* Babu Sasi Bhusan Dutt.

Maulvi Muhammad Ibrahim, Inspector of Schools, Dacca Division, is appointed to be Inspector of Schools, Burdwan Division.

Mr. H. A. Bamford, Inspector of European Schools, Bengal, on leave, is appointed to be Inspector of Schools, Dacca Division.

Mr. W. W. Hornell, Officiating Inspector of European Schools, Bengal, is confirmed in that appointment.

Babu Kumud Baddhu Bose, Assistant Inspector of Schools, Dacca Division, is appointed to act as Inspector of Schools, Dacca Division.

Babu Mohim Chandra Bose, Deputy Inspector of Schools, Dacca, is appointed to act as Assistant Inspector of Schools, Dacca Division.

Mr. M. E. Du Prothero, Inspector of Schools, Patna Division, on leave, is appointed to be a Professor in the Presidency College.

Mr. W. Billing, Officiating Inspector of Schools, Patna Division, is confirmed in that appointment, *vice* Mr. M. E. Du Prothero.

Babu Mohini Mohan Chaudhuri, Professor, Hooghly College, now Officiating Head Master, Ravenshaw Collegiate School, Cuttack, is confirmed in the latter appointment, *vice* Babu Khirad Chandra Rai Chaudhuri, about to retire.

Mr. Dwija Das Dutta, Principal, Chittagong College, now Officiating Agricultural Lecturer, Civil Engineering College, Sibpur, is appointed to be a Professor in the Hooghly College, *vice* Babu Mohini Mohan Chaudhuri.

Babu Kailas Chandra Bhattacharya, Head Master, Hooghly Collegiate School, is appointed to be Principal of the Chittagong College, *vice* Mr. Dwija Das Dutta.

Babu Barada Prasad Ghose, Head Master, Hare School, is appointed to be Head Master of the Hooghly Collegiate School, *vice* Babu Kailas Chandra Bhattacharya.

Babu Ishan Chandra Ghose, Head Master, Hooghly Training School, now Officiating Assistant Inspector of Schools, Presidency Division, is appointed to be Head Master of the Hare School, *vice* Babu Barada Prasad Ghose.

Babu Phani Bhusan Basu, Deputy Inspector of Schools, Calcutta, is appointed to be Head Master of the Hooghly Training School, *vice* Babu Ishan

Chundra Ghosh, but to act as Assistant Inspector of Schools, Presidency Division, during the absence, on deputation, of Mr. J. H. D'Abreu.

We have been requested to announce that a prize of the value of Rupees twenty-five has been placed by Babu Raj Ballav Mittra at the disposal of the Managing Committee of the Calcutta University Institute which will be publicly awarded to the writer of the best essay in English on "The influence of commerce and industry on the growth and prosperity of a nation." The competition is open only to the junior members of the Institute. The essay may be submitted in a sealed confidential cover to the Secretary of the Institute on or before the 15th of November, 1903.

A CORRESPONDENT writes to the *Times of India*: I have known many instances of superficially educated youths placing after their names B.A. and M.A. They explain these abbreviations in a curious manner, saying B.A. stands for 'Bania Agrawal,' and M.A. for 'Mahajun Agrawal.' What is more astonishing is to see students in the United Provinces writing M.P. after their names, as an abbreviation of 'Middle Pass.' It is now time to invite the attention of the Government to these facts.

OVER a hundred Mahomedan students of the several colleges of Calcutta have addressed a memorial to the Syndicate of the Calcutta University drawing attention to the fact that the dates fixed for the ensuing B.A. and F.A. Examinations of the Calcutta University correspond with the days of the Mohurram, which "are considered very sacred by the whole Mahomedan world." They accordingly ask the Syndicate, in order to suit the convenience of Mahomedan students, to fix other dates for the examinations in question. They suggest that the "examinations may either be held during the second week of March, or the first week of April, 1904, or at any other time that may suit the convenience of the Syndicate without affecting the religious feelings of any community." They further submit that the prayer which they make is not unprecedented. As far back as 1879 the dates for the B.A. and B.L. Examinations were fixed within the ten days of the Mohurram, but on representation being made the dates were changed, and similarly the year before last the Id festival of the Mahomedans occurred within the dates fixed for the B.A. and F.A. Examinations, but the Syndicate changed the date on the matter being brought to their notice.

THE sixty-eighth commemoration of Founder's Day was observed as usual by La Martinière College and La Martinière for Girls. As in previous years, the proceedings took place in the chapel of the College, which was filled with the pupils of both institutions, and a large gathering of parents, friends, and well-wishers. The College was prettily decorated with bunting, gay coloured cloths, and foliage

and presented quite a picturesque appearance, the motto of the school, "*Labore et Constantia*" standing out conspicuous over the entrance to the chapel. Mr. P.C. Lyon, I.C.S., Officiating Commissioner of the Presidency Division, occupied the chair. On arrival the President was received by Mr. Ellis, Officiating Principal of the College, and conducted to his seat. The proceedings opened at noon with the special form of service which is used on this occasion, the preacher being the Rev. J. Johnstone Wright, Chaplain of St. Andrew's Church, who delivered an excellent and appropriate sermon, teeming with good sound advice to both boys and girls. After the service was over, good conduct and other medals and a number of Cambridge University Local Examination Certificates were distributed. The good conduct silver medal for girls was awarded to Miss Clarine Clark-Neame, a similar one for boys being won by D. R. Young. The "Alec-Wilson" medal for shooting fell to A. Anderson. For passing first in the Senior Cambridge University Local Examination, J. Bell was awarded a special prize, while Miss Targui Englebright secured a gold medal. The winners of the various medals and certificates were lustily cheered as they received their awards.

VERY possibly the recent circular by the Director of Public Instruction in Burma on the form of respect to be paid by Burmese Buddhist boys to their teachers, may have the effect of hastening the formation of a Buddhist College in Rangoon, says the *Rangoon Times*. A wealthy broker recently addressed a letter to our local contemporary on the subject, and there can be no doubt if the Burmese are in earnest on the point and united, that the question of funds would be one of no difficulty to a community which has recently raised over Rs. 5 lakhs to put gold plates on a portion of the Shwe Dagon Pagoda. Such an institution would, if properly kept up, be very popular in the Province. To get the best Professors from Europe would, however, cost money, and until a sufficient sum of money has been subscribed mere talk or writing on the subject is unprofitable. It will be for Burmese Buddhists to show they are united on the point, and then difficulties will vanish. The community have, at any rate, in establishing their quarterly *Buddhism*, shown that they are in earnest in their efforts to make their religion and aims better known to the world. The community which has started such a good specimen of literary activity in Rangoon, is not one which is likely to fail if once it takes up the subject of a Buddhist College for Burma. Jealousies and dissensions we know there are amongst the Burmese, but the publication before us does not look as if they would prove insurmountable, or prevent Buddhists combining in what should prove of such value to the community, to the education of its youth, and a knowledge of its religion, as a Buddhist College.

THE orders of the Lieutenant-Governor of Burma, on the salutation question, have now been received in reply to the representation by the recent deputation.

HIS Honour remarks, in the course of his orders, that the rules in the Educational Code on salutation are simple, clear and appropriate. The Lieutenant-Governor does not understand that the deputation desire any change in them, nor could he consent to any alteration. The rules have been in force for years without objection or criticism, and in the interests of discipline and good manners they must be observed. As regards the particular form of salute that should be adopted, the Code is silent, and, in the opinion of the Lieutenant-Governor, wisely so. The circular published by the Director of Public Instruction on the 15th July prescribing a certain form of salute for Burmese boys, was issued without the knowledge of the local Government. It is clear that it goes beyond the Code in more than one particular, and it should, in consequence, have been submitted for approval before issue. If it had been so submitted, it would not have been approved in the form in which it was issued. However, the Director has since issued a second circular, and has explained that his only object was to make it known that the military form of salute which has hitherto been in vogue is not compulsory. To this negative intimation, namely, that boys are not compelled to make use of the military salute, there can be no objection, provided it is the usual respectful and proper form, but it should be distinctly understood, and it will no doubt be made clear by the Director, that this intimation does not permit a boy to refrain from making any salute at all. In default of any other form the military salute should be as heretofore. The Lieutenant-Governor believes that this modification of orders by Mr. Pope, which will now be given effect to, will be in accordance with the views of the deputation. The orders conclude:—"The Lieutenant-Governor shares your regret for the unfortunate occurrences that have taken place, and he trusts, in view of the orders now passed, that he may count upon your cordial co-operation in restoring the school to its former position." The strike has now ended, and the boys returned to School on October 1, saluting as heretofore, in military fashion.

UNITED PROVINCES AND PUNJAB.

MR. PADFIELD of the Aligarh College becomes Principal of Daly College, Indore, vice Mr. Gunion, who takes up educational work in Lahore.

THE Committee of the Central Hindu College, Benares, has received an intimation from Count Schack that his deceased sister has left a legacy of Rs. 30,000 to the College. The total sum subscribed in aid of the College up to the end of August last comes to the respectable figure of four and a quarter lakhs of rupees.

THE expenditure on the Oriental College, Lahore, during the year 1902-3, was Rs. 22,212. The average daily attendance was 104, and the income from fees

Rs. 269 only. Of 139 on the College and School rolls, 85 were scholarship-holders or stipendiaries. It is doubtful whether any other institution in India is similarly situated. In the absence of numerous scholarships and stipends, it is doubtful if it would be practicable to attract enough students to justify the expenditure. A noticeable point is the small proportion of Sikhs.

EUROPEAN education in Northern India is to be the subject of the Conference of Provincial Directors of Public Instruction and School Managers to be held in Lahore next month. Mr. Orange, Director-General of Education in India, is coming to preside over the Conference, and the Directors of Public Instruction of the Punjab, the United Provinces and Bengal are being asked to attend the meetings, which will probably be fixed to synchronise with the Lahore Diocesan Conference, when a large number of Chaplains, who are also Managers of European Schools, will be in the station.

THE proceedings of the Provincial Conference for the Punjab held at Simla six weeks ago will be considered by this Conference. Some important proposals are expected to be formulated; and the Conference will probably be asked to consider the practicality of a reform of the existing system of Hill Station schools, the ideal indicated being one thoroughly good school for each Province, at Simla, Mussoorie and Darjeeling, respectively.

General Notes.

THE English language—according to a German statistician who has made a study of the comparative wealth of languages—heads the list with the enormous vocabulary of 260,000 words. German comes next, with 80,000 words; then Italian, with 75,000; French, with 30,000; Turkish, with 22,500; and Spanish, with 20,000.

THE village council of Arzien (Switzerland) have struck upon a novel way of selecting a school teacher. They first examined the candidates as to their physical stature and strength. Then they invited them all to supper, where the candidates had to show their social qualification in conversation, recitations, and songs. The best entertainer was elected.

THE latest development in progressive American educational methods is a machine for administering corporal punishment, just introduced in the State training school at Redwing, Minnesota (says the *Daily Mail*). The machine supersedes punishment by hand-power, and is said to work satisfactorily, and to be easily regulated. The school authorities say that the humiliation of being put in the "spanking" machine has more effect on children than actual

punishment, and is expected to do much towards maintaining discipline.

An interesting little bit of orthographical news was published not many days ago in one of the English papers. The word "tyre," in connection with bicycles and wheeled vehicles, which we are always so careful to spell with a "y," finds no place in dictionaries except as an Indian name for a preparation of curdled milk. The real word is "tire," meaning the hoop that ties or binds the felloes of wheels, derived from the Anglo-Saxon "tīan," to tie; but for the last thirty years it has been customary to adopt the other mode of spelling, and now any one who used the word in its correct form would certainly get the credit of ignorance. It is not, perhaps, a matter of much importance, but those who know always find it annoying to be "corrected" by the less well-informed.

A LARGE group of cases of children that could only be described as neurotic came under the notice of Dr. G. E. Shuttleworth, of Richmond, during three years' experience as examiner of children for admission to the special instruction schools of the London School Board. Neurotic children, the doctor says, were occasionally refuted to be liars when not consciously so. They were really carried away by exuberantly romantic imaginations. They were sometimes thieves without apparent motive, appropriating things which were of no use to them, which, indeed, they freely gave away to others. Another curious point was a morbid fear of soiling the hands and dress. This caused anxious distress in the little patients. Dr. Shuttleworth notes that rickety skulls with insufficient room for the growth and expansion of the brain were met with in pauper children.—*Schoolmistress.*

A LIST, carefully compiled from publishers' returns which are absolutely without reproach, shows that the sales of nine recently published novels have reached astounding proportions, and this fact gives the *Scientific American* an opportunity for some interesting comment. Of one book over 400,000 copies have been sold. Another is in its 325th thousand. Less successful books have attained only a paltry sale of 100,000, while a few minor ones hardly exceed a disappointing 80,000. Books are made of paper. Paper in turn is made of cellulose, of which the chief source of supply is timber. In order to describe the romantic career of a seventeenth-century gentleman of the rapier, it is necessary to fell a few hundred trees; the publication of many narratives in which the exploits of other cavaliers are dwelt on may, therefore, entail the destruction of a forest.

The nine novels referred to had a total sale of over 1,600,000 copies. Since the average weight of each book sold was probably twenty ounces, a little calculation will prove that these 1,600,000 books contained approximately 2,000,000 pounds of paper. Our con-

temporary is assured by a manufacturer of paper that the average spruce tree yields a little less than half a cord of wood, which is equivalent to about 500 pounds of paper. In other words, these nine novels swept away 4,000 trees, and they form but a small part of the fiction so eagerly read by the American public. Some books may be worth more than 4,000 trees. What may be the true value of the modern historical novel is a difficult question to decide.

When the English tongue we speak,
Why is "break" not rhymed with "freak"?
Will you tell me why it's true
We say "sew," but likewise "few"?
And the maker of a verse
Cannot cap his "horse" with "worse"?
"Beard" sounds not the same as "heard";
"Cord" is different from "word";
"Cow" is cow, but "low" is low;
"Shoe" is never rhymed with "foe."
Think of "hose" and "dose" and "lose"
And of "goose"—and yet of "choose."
Think of "comb" and "tomb" and "bomb,"
"Doll" and "roll" and "home" and "some."
And since "pay" is rhymed with "say,"
Why not "paid" with "said," I pray?
We have "blood" and "food" and "good";
"Mould" is not pronounced like "could."
Wherefore "done," but "gone" and "lone"?
Is there any reason known?
And, in short, it seems to me
Sound and letters disagree.

New York Tribune.

If one thing could be picked out which has contributed more than anything else to the pleasures, the pastimes, and the sports of mankind, it would be the Ball. There are forms of exercise and forms of amusement which claim a large place in modern social history without depending on the ball at all for their attraction. But if we consider either length of time or area of enjoyment there is nothing else that can compare with it. Old age itself cannot materially diminish the happiness it bestows, for when we can no longer play ourselves we have reached the years when our keenest enjoyment is the appreciation—or the criticism—of another's skill. There is perhaps some reason, far deeper beneath the surface than we usually look, which may explain the antiquity, the persistence of type, and the infinite variety of games based on the ball; for from a cell we were born; upon a sphere we live our lives; and the phenomena of our universe have hitherto been solely explicable by that type of infinity which is the circle, in all its million of differences of size, of arrangement, and of growth. The rounded pebbles of the shore, the shapes of fruit, and seeds, each may in turn have provided the pre-historic child with his primæval plaything, or the palæolithic warrior with a missile for his sling. In any case the ball is firmly established as a factor in human amusement in the earliest human records. Whether Homer or the Old

Testament be the earlier document it is not my province to discuss. But Isaiah must have been sure of his simile being understood when he wrote: "He will surely turn and toss thee like a ball"; and the writer of the *Odyssey* appealed to a sympathetic audience when he described how the maidens and the princes fell to playing at ball in Scheria, that far-off land of the Phæacians, washed by the utmost tides of ocean.—From *The World's Work* for September.

In an interesting communication which the *Times* prints, Mr. H. P. Biggar, a Colonial graduate, who has taken a "research" degree at Oxford, puts his finger on what is perhaps the weakest spot in all our higher education, the modern examination system, and shows what a serious obstacle it is likely to prove to recent proposals for the interchange of University teaching and study among English-speaking countries. Students who come to England from Colonial colleges or Universities will come, he thinks, for the most part not to pass undergraduate examinations, but for advanced or post-graduate study in some recognised branch of learning. Many of the Rhodes scholars will, it is assumed, have already graduated. Some of them will probably need instruction in research work connected with the history of their respective countries. In any case, they will want to go deeper into whatever subjects specially interest them than the undergraduate lecturing at their own Universities or colleges has taken them; but this, according to Mr. Biggar's experience, they will not be able to do under present conditions of lecturing and of study at Oxford. The requirements of the "schools" there dominate everything. No college lecturer, however great an authority upon any subject, can venture to travel far outside the range of men preparing for a particular examination, who want not a wide treatment of the subject, but condensed and compressed knowledge easily transferred to the note-book and reproducible in the examination room. Even professorial lectures, on pain of being delivered to empty benches or to audiences composed mainly of dilettante ladies, must conform to the same law. They must "pay for the schools, or students will not attend them. The late Professor Max Müller, whose reputation as a philologist was European, attracted but few University men to his Oxford lectures; and Professor Ruskin, whose lectures on art had, at any rate, the merit of originality with a dash of eccentricity, is said to have begun one of them with the remark, "There are too many bonnets here." The examination system, in point of fact, is fatal to wide and deep treatment of any subject. The University lecturer, and even the University professor, in England is hampered, as our correspondent has found to his cost, by the practical necessity of confining himself to the undignified rôle of an *ex-cathedra* "crammer," as well as by the ill-prepared condition of many of his hearers, due to the deficiencies of our present system of secondary education.

The *Contemporary Review* contains a remarkable article by Professor Armitage who visited India last year. In the course of it he remarks:—

India, after all, is not an ancient land as we usually understand that term; it is young in comparison with the lands surrounding the Mediterranean basin, and its debt to them is far greater than is theirs to it. The historical horizons of Western civilisation are rapidly receding as the digger plies his spade in the Aegean lands, and we are being taught to think of institutions and arts there in the third and fourth millennium before our era. But the light of that early morning did not shine in India, and there is no expectation that any high antiquity can ever be assigned to the civilisation of that country. Some day perhaps we may learn from rude stone monuments a little about the people whom the Aryan invaders drove before them, but our main interest attaches to the subsequent history of these invaders themselves. When they came or whence they came is still uncertain, as it is uncertain what manner of men they were, but perhaps nobody believes that they entered India much more than 1000 B.C. That they were a deeply interesting race is clear, and a race of marked poetical and meditative temper. But probably they already then showed a receptive and docile spirit rather than an originaive one. If, moreover, the invaders were as a body inspired by such thoughts as we find in the Rig Veda, it is difficult to explain large parts of their later faith, and most of all it is difficult to explain why that upward movement which Max Müller loved to expound, and which culminated in the all unifying Vedanta Philosophy should ever have issued in the gross polytheism of later Hinduism. Professor Müller turned coldly aside from these late aberrations from the goal which the native was supposed to have reached; but this is simply to abandon the problem; and the modern student will probably feel that Mr. W. Crookes is treading on far more solid ground in asserting that all the evidence that is before us leads us rather to believe that the mass of the people of India have from the earliest times bowed down to stones and trees in a fetishism of quite polynesian grossness, and that the philosophic movements which have been so much described have interested only a narrow band of the population. If the mass of the invaders fell early under the corrupting religious influences of the aboriginal inhabitants, this is but an instance of their lack of robustness and initiative.

Again, in the arts of architecture and sculpture in which they have done great things there is little to indicate a robust originality. Their work all dates from a time subsequent to Alexander's conquest, and to the incentive to build and work in stone which they received from the Greeks whom he left behind. The earliest buildings to be found are Buddhist, and they suggest Greek or Western influences at every point. When I looked at the splendid stone "rail" which is now in the Calcutta Museum, and which comes from the Buddhist tope at Bharhut, and which is ascribed to the date 150 B.C.,

I found it adorned with lotus flowers which are exactly conventionalised in the Egyptian manner and with lions where the muscles are incised as in Assyrian sculpture, whilst everywhere I found features to remind one of Greece; and I felt as I looked at it that one must say, "Ex Occidente lux." Mr. Lockwood Kipling, who did such splendid work at the great Lahore Museum, has expressed his belief that India has derived from outside sources its motives and inspiration in every great department of its activity.

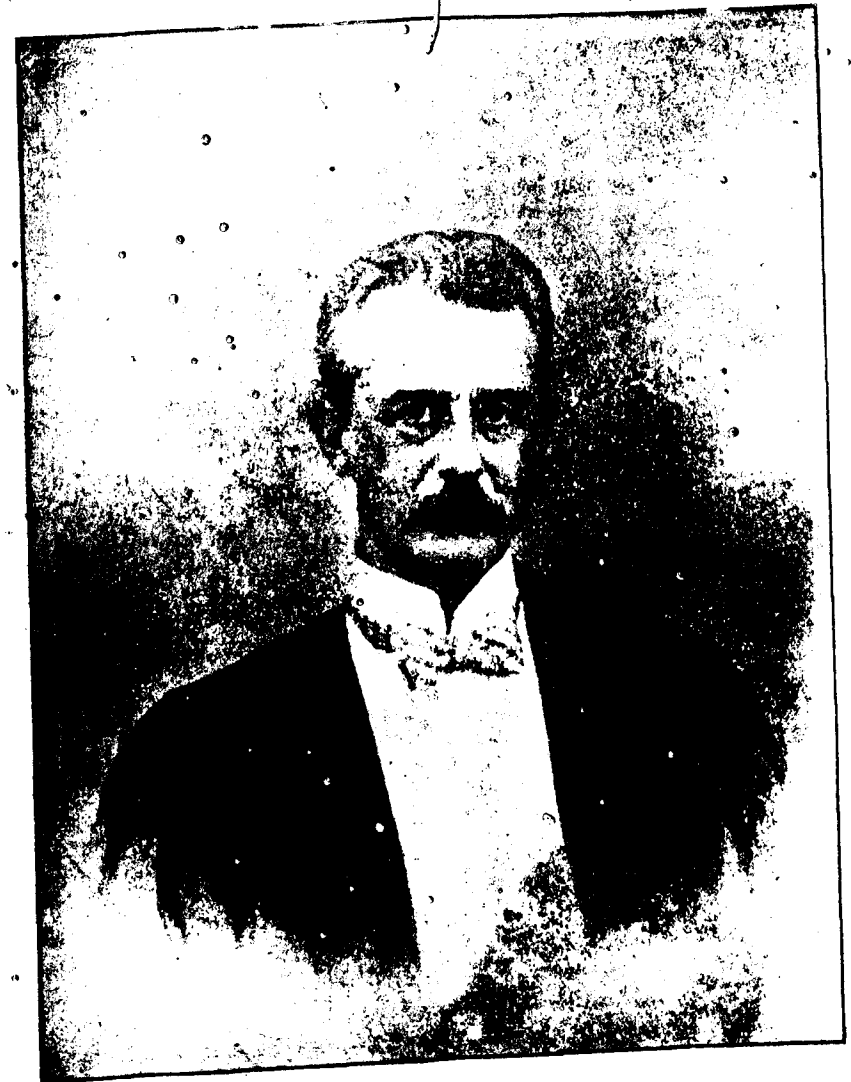
THE Report of the Commission appointed to enquire into the question of Technical Education in the Transvaal, together with a minority Report, minutes of evidence, and annexures, has been published in a Pretoria Blue-book. The Report is prefaced with a brief history of the movements leading to the appointment of the Commission, and an account of University and technical education in South Africa, and of the development of secondary education in the Transvaal. The Commission goes somewhat beyond the main recommendation of the Committee appointed by the Director of Education, which hoped to see the proposed Technical Institute form an integral part of a Teaching University. The Commission recommends that in establishing that Technical Institute simultaneous steps should be taken to lay the foundation of the University itself. Recommendations are made not only for preliminary arrangements, but for the establishment of a permanent teaching institution and the acquisition of a site within a convenient distance of Johannesburg and Pretoria for a Teaching University for the Transvaal and for any other parts of South Africa which may be willing to co-operate. On this site should also be, besides the School of Mines, the proposed Agricultural School, the State Laboratories for Chemistry and Animal and Vegetable Pathology, and a Normal School for teachers with a boarding and practising school attached. The following are the closing sentences of the Report, which is addressed to the Governor, Sir Arthur Lawley:—

"In laying these recommendations before Your Excellency we would remind Your Excellency of the words of Mr. Chamberlain's speech at Johannesburg of the 19th January:—'If I were to point at this time to what, in my opinion, is the most urgent need of this community, I should say it was the immediate provision of a high school, efficient in every respect, and of a scientific University specialised according to the needs of the great industries of the community. I can hardly doubt that an appeal to local patriotism to those who have made their fortune here will not be without its effect, and that before long Johannesburg will possess a University which in its own lines will be superior to anything that now exists in the world.' These words will be heartily endorsed by every person interested in the welfare of this country. But owing to the present financial depression there is not at this moment much likelihood of attracting private funds for start-

ing a scheme of technical education. We believe, however, that if the first step is taken by the Government on sound though limited lines, private funds will come more readily in support of its expansion. If, as we earnestly hope, the Government take the first step in this matter, it would have many precedents to support its action. We might point to more than one of the American Universities which having been inaugurated by the Government, have been munificently supported by private individuals. We might cite, for instance, the California University at Berkeley. And we are led to hope by Your Excellency's address at the opening of the Legislative Council that the Government will take the initiative as proposed. We trust that the Government will thus give practical effect to Your Excellency's words, and regard the rising generation 'as a State asset which it is the duty of the Government to develop to the highest possible degree.'"

The Report is signed by the bulk of the members of the Commission. Only one signature is appended to the minority Report.

"South African," writing to the *Times* on the Rhodes scholarships, says with reference to Dr. Parkin's new scheme that it appears to be one for a post-graduate course at Oxford, the Rhodes scholars first taking their B.A. degree in their own University, and then coming to Oxford for a further three years. But, surely, such an arrangement, he says, implies a grave departure from the original idea, which seemed to be that young men should be sent straight from their schools to Oxford. The correspondent urges other objections, and concludes by saying:—It seems it was not so much education to which Mr. Rhodes attached the importance in his mind as Imperialism. During those two years at the colonial University now contemplated the young mind will have assimilated its fresh ideas and received the elemental moulding that nothing will hereafter obliterate, so that a course at Oxford after such bias has been taken will be very curtailed as to results. It is wise to abandon such an integral part of Mr. Rhodes's idea without giving it a trial? The argument is used that it is chimerical and would not work satisfactorily; but one can recall, time and again, occasions in which Mr. Rhodes's ideas have been so styled, and yet have by now reached the level of successfully accomplished facts.



THE LATE THE HON'BLE MR. G. H. STUART, M.A.,
Director of Public Instruction, Madras.

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All contributions, books for review, &c., should be addressed to the Editor, Central College, Bangalore. 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 Publishers request that Subscribers to the EDUCATIONAL REVIEW who do not receive the REVIEW regularly will kindly bring the fact to their notice.

The Educational Review.

We reproduce in another part of this issue the full text of the long awaited Indian Universities Bill, together with the usual statement of Objects and Reasons, and the speech delivered by the Hon'ble Mr. T. Raleigh in introducing it to the Legislative Council.

IX

That Council has been reinforced for the time being by Mr. Pedler of Calcutta, Mr. Morison of Aligarh, Dr. Bhandarkar of Bombay, and Mr. Bilderbeck of Madras; altogether an excellent selection. So far as we are able to judge there has been singularly little commotion over the proposals contained in the measure; certainly there has been nothing like the excitement which was produced by the publication of the Report of the Commission fifteen months ago. This is doubtless due to the fact that the Bill, while in soul inspired by the Report, in form at any rate approximates rather to the famous circular letter of the Government of India which did so much to allay the popular and largely, we are bound to say, unreasoning and unreasonable clamour.

It will be remembered that in Section 195 of its Report the Commission remarked "The Legislature may give effect to our proposals by passing a General Indian

Universities Act, which would be construed as supplementing and amending the Acts of Incorporation" and it proceeded to outline a measure which would accord with its recommendations and suggestions. How far this outline tallies with the finished drawing the following sentences, culled from a leading article in a contemporary, will indicate:—

"The Bill follows the Report's outline in declaring that the Universities are incorporated for the purpose of making provision for teaching and study, with power to hold Professorships and Lectureships, and to receive and hold endowments of an educational character; in empowering the Chancellors to appoint new Senates; in making present members of the Senates not admitted to the new Senates Honorary Fellows; in providing for the election of Fellows and appointment of Honorary Fellows; in giving statutory recognition to the Syndicate; in leaving to the Government after receiving the Syndicate's Report the duty of affiliating or disaffiliating Colleges; in creating a Register of Graduates; in making the Director of Public Instruction an *ex-officio* Fellow and member of the Syndicate; in creating the Lieutenant-Governor of Bengal Rector of the Calcutta University. The only point which the Commission thought should be fixed by law with which the Bill does not deal is the quorum of the Senate, which the Commission thought should be 15 or 20. But whereas the Commission recommended that the Director of Public Instruction should be by law Vice-Chairman of the Syndicate, the Bill leaves the Syndicate to elect its Vice-Chairman, and whereas the Commission desired that power should be given to the Governor-General in Council to frame new Regulations for each University, the Bill leaves this power to each Senate 'with the sanction of the Government.' This last difference is distinctly an improvement. The method proposed by the Bill helps to remove two of the most serious objections taken against the Commission's Report—that it seemed to aim at too great uniformity among the Universities, and that it transferred from the University to the Central Government the regulation of academic life, taking away from the former the freedom it ought to possess and casting on the latter duties which it was not well qualified to discharge."

With this last sentence we are in complete

accord and we recall with pleasure the decisive stand taken in Madras, particularly by Mr. Bilderbeck, Principal of the Presidency College, on this all important matter.

In a study of the new Bill from the Madras point of view the first thing that strikes us is its cumbrousness when contrasted with the original Act of Incorporation. This 'cumbrousness' is the result of an attempt to make statutory certain articles which at present are found only in the By-Laws, *e.g.*, the position of the Syndicate and the rules which govern the affiliation of colleges. We begin with the 'Constitution and Powers of the Senate,' and here we must express our intense regret that the colleges as such are not to have any representation. This seems to us a cardinal defect in theory; we trust that in practice the danger may be avoided. The ordinary Fellows are to comprise ten "elected" by registered graduates, ten "chosen" by Faculties, and eighty "nominated" by the Chancellor. There is certainly here no 'burning of incense to a democratic idol,' to quote the words of a former editor of this journal. It is true that the 'election' is now to be statutory and not a mere graceful gubernatorial concession and that it is the Chancellor and not the Governor in Council (the distinction should not be overlooked; it runs through the whole scheme) who is to 'approve' the elections and also to nominate the eighty; but the percentage is not high enough, and though the franchise has been extended in one direction it has been restricted in another. Bachelors of one Faculty only are now excluded even though they be of twenty years' standing. And an outsider cannot be elected. On the whole this strikes us as a step

backward from the G.O. of February 27th 1893—'with regard to the qualifications of candidates for appointment as Fellows and of electors, the Government is disposed to think that the field from which candidates may be selected should be as wide as possible.' A register of graduates such as is proposed by this bill is no true register of graduates, though of course it does not exclude the roll which must naturally be kept by each University. And further there ought to be an arrangement for the composition of fees as an alternative to the repeated annual payment of two rupees (we rejoice that the Act does not say 'Rupees two'!). According to the will of the Chancellor the first ten 'elected' Fellows may be elected (by lot or otherwise) "by the elected Fellows holding office at the commencement of this Act," or in one of three other ways not half so interesting as this would be. There are some very clumsy regulations designed to secure the retirement of one-fifth of the number of Fellows every year. It seems to us it would be much simpler and less unstable to make the tenure of office six years (or four) instead of five, and to ballot for those who, instead of sitting out a first full period, should retire after three (or two) years, being of course capable of re-appointment, this time for the ordinary length of tenure.

Of the Honorary Fellows we need say nothing. The degree of H.F.M.U. will not be a coveted one even though those whom it adorns take precedence next after the Vice-Chancellor and over the ordinary F.M.U. at Convocation. We believe this will necessitate a change in the time-honoured order of procession observed at Madras, where the Syndicate follows the rank and file, and the Vice-Chancellor follows the Syndicate, and the Chancellor comes last of all.

Clause 14 should be snatched at by those who hope to see a Faculty of Theology sooner or later introduced into the Indian Universities. There are several indications of a desire among Christian agencies to improve the training of their ministers.

Clause 15 makes the Director of Public Instruction as permanent a member of the Syndicate as the Vice-Chancellor, but only says that the Syndicate *may* elect one of their number Vice-Chairman. This idea of the need of an official Vice-Chairman is a curious instance of the way in which small things are seized upon and very reluctantly abandoned. Clause 15 (4) is quite out of place as a piece of statutory legislation. The Syndicate is to hold office for two years instead of one—a case of good practice becoming good theory.

The Madras Syndicate will have to be increased by at least two members, one to take the place of the Director who has hitherto always been elected, and another to bring the number up to the minimum nine. Presumably the Faculty of Law will have another representative and he will be the Principal of the Law College [see 15 (3)].

Clause 16 takes the place of clauses XI and XIII of the old Act, and of the whole of the little 'Supplementary' Act, No. XLVII of 1860, widening the scope of those original clauses.

Clause 17 supplants the 'Act for conferring Honorary Degrees,' No. I of 1884.

Clause 18 is a very necessary provision for cancelling the degrees of graduates found guilty of serious offences.

We now come to the clauses concerning the affiliated (not the constituent) Colleges. Clause 19 is the same in effect as Clause XII of the

original Act; term certificates are necessary though the Senate has power to exempt. The conditions of affiliation are very similar to those contained in by-laws 288 ff. of the University of Madras. Clause 21 (a) (the properly constituted governing body) is perhaps an improvement on by-law 295. Two or three innovations deserve mention; they may mean much or little. The applicant must satisfy the Syndicate 'that due provision will, so far as circumstances may permit, be made for the residence of the Head of the College and members of the teaching staff in or near the College'; 'that the fees to be paid by the students have not been so fixed as to involve such competition with any existing College as may be considered by the Syndicate to be unfair and injurious to the interests of education.' This is not the end of the great commotion on the fee question nor do we expect that that question will have an end for many years. It cannot be settled so long as the pernicious custom of two sets of fees rules in a College—the nominal (for the eye of the Syndicate and the Director of Public Instruction) and the actual pay-what-you-like system by which pupils are drawn in and the numbers swelled. The Madras by-laws totally exclude the Senate from the affiliation question; the new legislation (in our opinion, rightly,) provides for an expression of opinion on the part of the Senate. Here the Government, and not the Chancellor, is the controlling power. The inter-collegiate rules (by-law 299) and the question of student residence (298) are not directly legislated upon*; they are among the many matters big and little which clause 25 gives over to the new Senates for settlement. Clause 24 deals with disaffiliation and is cumbrous compared

* See however clause 21 (1) (c) 'due provision..... for the residence, supervision, and physical welfare of students'

with by-laws 301 and 302, containing many things which should not need to be said, but which no doubt are (like the injunctions of the Mosaic law), intended for the rudimentary systems of certain Indian Universities.

While we are not disposed to see a violation of the principle of religious neutrality in the appointment of the various Anglican bishops as *ex-officio* Fellows we think these dignitaries might have been left to take their chance of appointment by the Chancellors in the ordinary way. The Lieutenant-Governor of Bengal as Rector of the University of Calcutta may by delegation perform any of the powers assigned to the Chancellor of that University. The delimitation of University territories is left to the Government of India.

The task before the Chancellor is not a pleasant one. There are some 174 Madras Fellows at present, of whom 74 must be 'relegated to the limbo of honorary fellowship.' The task before the new Senate is not a pleasant one. We shall doubtless soon be in more turmoil than ever, especially on the question of science courses and degrees. It is impossible as yet to say what the upshot will be, but at any rate it is better that we should work out our own salvation than that it should descend upon us ready-made from Simla. We hope that Madras will be able to secure a fair share of the 25 lakhs that Sir Denzil Ibbetson promised, and we hope that it will spend this share and such of its already accumulated funds as it proposes to spend, wisely, and with due regard to the interests of the various departments of University work.

With reference to our note on Anglo-Indian Schools, "Schoolmaster" writes to point out that an Indian housemaster is not the same as the housemaster in

an English Public School—one who teaches in the school as well as looks after the moral welfare of some of the boys. In the majority of Anglo-Indian Schools a housemaster of the type referred to in the note is called a sergeant or steward—one who does absolutely no teaching, but simply looks after the food and clothing, and in some cases the buildings, *i.e.*, he performs some of the duties of janitor in an American School or College.

Our correspondent continues:—"Assistant masters of the right stamp are to be found in India, and if the pay and prospects of the profession were improved many of these men would make teaching their life work. A good many headmasters of Anglo-Indian Schools treat their assistant masters as if they were little better than menials; and in many ways treat them unjustly. I am aware that we in India are not the only ones who have that grievance; we have all the same grievances as our confrères in England and if we could have a branch of the Assistant Masters' Association established in India I believe we would get a good many of our rights, and have the present great disproportion between the salaries of the headmaster and his assistant masters considerably decreased. I was in a school which had six assistants, the combined salaries of whom did not equal that of the head by a long way. In that same school I did a good deal of the work of the Head,—I had no alternative but to do it—and not only did I not get any compensation for it, but when the results were published and our successes known the Head took all the credit and in the school report at the end of the year, which came only about three weeks after the publication of the results, no mention whatever was made of my name. I had many other experiences in that school, and now find that my case is not unique."

We are glad to receive, from *The Academy* and *Literature*, confirmation of a matter which we had long fancied to be true, namely, that 'quite the most cultivated and advanced amongst the book-buying publics of "Greater Britain" appears to be that of British India. In that country there is a constant and increasing demand for genuine literature: a demand which emanates not only from the Anglo-Indian population but from educated Indians as well. Many members of the native community have formed and are forming extensive libraries of English literature, so that there is a steady sale for all standard books.' It appears that while volumes of poetry and religion (in the ordinary sense—excluding Kipling and Max Müller) do not sell well in India, books of travel and sport go off readily. Of novels the light sporting variety does best. Our South African colonies have but a poor taste in literature—none at all it might almost be said. There are no purchasers of the scientific, the historical, the critical, the religious. The favourite novels are those which depict 'fast' life; and when we remember that this demand emanates entirely from the colonists—there being no educated native community—we have another side light upon the state of things in that unhappy country. Canada is altogether a worthier land; for general literature she relies mainly upon the United States—this means of course that she gets many works of English origin through American branches or representatives of English firms; scholastic books she gets direct from England. Australia took half a million's worth in 1901 and seems to have struck the happy mean. Not much serious literature or 'Belles Lettres' or 'big game books,' but plenty of 'applied arts and sciences' and a fair share of 'travel.' The standard authors go well; the favourite in fiction is the 'Society' novel, though of late hard pressed by the 'historical romance.' Australia, like Canada, has begun to contribute something of her own to our national literature; perhaps her most conspicuous writer is the late Adam Lindsay Gordon.

By the death (early on November 9th) of the Hon'ble Mr. G. H. Stuart, Director of Public Instruction, the Government of Madras lost an efficient and capable servant, and the circle in which he moved one of its most attractive personalities. It is 21 years since Mr. Stuart came to this country as Principal of Kumbakonam College, having been known at Cambridge as a Smith's Prizeman and one of the most brilliant men of his day. The bulk of his service was passed at the Presidency College, first as Professor of English and later as Principal and Professor of Mathematics. In 1899 he succeeded Dr. Duncan as Director of Public Instruction. His tenure of office was not marked by any momentous changes or developments, but was characterized by steady work with an utter absence of glamour or false show. His sympathies are said to have been with Government rather than with aided institutions and he was sometimes thought to be holding the balance not quite evenly. His idea of improving Primary Education by establishing a 'model' school in each taluq met with so much opposition that it had to be abandoned, but that he was alive to the needs of the presidency in this important matter and bent on doing what he could to satisfy them was sufficiently shown by the recent conference held in his office. He was a man of high culture and wide knowledge, a capable teacher, a good friend, and a wise counsellor. In the strength of his days he has like so many an Englishman in India passed into the twilight chamber where 'kingly Death holds his pale court,' and we who remain are the poorer for his passing.

The month's obituary further includes two savants of world-wide fame—Theodor Mommsen at the ripe age of 85 and W. E. H. Lecky some twenty years his junior. In India we mourn the loss of Sir A. Seshiah Sastri. In Pundit V. G. Suryanarayana Sastri the Madras Christian College has lost a valued teacher and the cause of Tamil learning one of its most promising workers.

In connection with the Annual Conference Madras Teachers' Guild Conference, 22nd (Monday and Tuesday) an Educational Exhi-

bition will be held at which prizes will be given—

- (a) to the best individual exhibit.
- (b) to the school sending the best exhibits in the aggregate from each department.

EXHIBITS.

I. PRIMARY SCHOOLS (a) Any recognized Kindergarten Occupation—except Clay-modelling.

(b) Clay-modelling.

II. LOWER SECONDARY (a) Freehand outline drawing from the flat.

(b) Any other drawing sent up by pupils, except Map-drawing.

N.B.—Special prizes for girls will be given if funds permit.

III. UPPER SECONDARY: Same as II, except that no special prizes for girls will be given.

IV. PUPILS IN TRAINING COLLEGES AND SCHOOLS.

(a) A competition in blackboard drawing of maps to illustrate History or Geography.

(b) Models or any piece of apparatus made by the exhibitor for teaching purposes.

V. ALL TEACHERS IN UPPER SECONDARY departments of Schools.—Same as IV.

VI. INDUSTRIAL SCHOOLS:—Prizes for the two best exhibits of a series of productions in woodwork.

N.B.—(1) All exhibits from Colleges or Schools must be certified as the genuine work of the exhibitor, by the Principal or Headmaster.

(2) Intending exhibitors and competitors are requested to communicate with the Secretaries before December 1st. They will then receive further necessary information.

The Secretaries are:—For Kindergarten: Miss Parsons, Training School for Mistresses, Egmore, Madras.

For Lower and Upper Secondary: M.R.Ry. V. S. Srinivasa Sastri, Hindu High School, Triplicane, Madras.

For Training Colleges and Schools: J. H. Stone, Esq., Teachers' College, Saidapet.

For other Teachers: J. A. Yates, Esq., Pachaiyappa's College, Madras.

The Council of the Guild hopes next year to give prizes for (1) Clay or other models to illustrate Physical Geography, (2) Natural History or other Collections.

It is requested that managers will lend for show any new or specially interesting apparatus for teaching purposes that they may possess.

UNIVERSITY EDUCATION IN INDIA.*

GENTLEMEN,

I must thank your Committee and through them yourselves for having done me the honour of asking me to deliver the inaugural address of your Association this year. I have complied with their request with pleasure but not without great diffidence. It is a pleasure to me to feel that I have not been forgotten in my old University. Though I have been separated from it for the last 27 years, the warmth of my affection for it can suffer no abatement till the end of my life, and when I return home to pass the evening of life after retiring from official work, I hope to renew the old happy associations and take some share in the social and intellectual life of this University. It is with considerable diffidence I have undertaken to address you on this occasion. My official duties leave me scanty leisure. I have put together a few thoughts on the present system of University Education in India to which I would bespeak your indulgent attention. The Report of the Universities Commission has been the most important educational event of the last year, and most of the recommendations made by the Commission have my hearty approval. But in a few directions the Commission have not proceeded as far as I should have wished. And it is to these points I would draw your kind and earnest attention.

The chief point which I desire to mention is that the present system of College education does not direct sufficient attention to the formation of character. I am indeed aware of the personal influence which is exercised over the conduct of their pupils by sympathetic and conscientious teachers who

* A paper read before the annual meeting of the Bombay Graduates' Association, 9th October 1903.

set before them a high ideal of education. Wherever there are high-minded teachers, and there are many such, they cannot be content merely with lecturing to their pupils. They consider it their duty not only to train the intellects of their pupils, but also to raise them morally, to repress their meanness and selfish tendencies, their temptations to lapse from strict truthfulness, and to fill their minds with lofty desires and motives. It would be a calamity if such teachers were not found in our Colleges. Many of them do their work with noble enthusiasm, and successive generations of undergraduates cannot feel too grateful to them. But this desire to raise their pupils to a greater moral height is not what is considered to fall within the strictly legitimate duties of professors, who are engaged chiefly to lecture on certain subjects and who are not bound to meet their pupils anywhere except in the lecture room. I have known professors who take not the least interest in the welfare or the doings of students living almost next door to them in hostels. The state of things which Cardinal Newman once knew in a great School of Letters might apply to some collegiate institutions in India or at least to some of the professors in them. "I have experienced a state of things," he says, "in which teachers were cut off from the taught as by an insurmountable barrier; when neither party entered into the thoughts of the other; when each lived by and in itself; when the tutor was supposed to fulfil his duty if he trotted on like a squirrel in his cage, if at a certain hour he was in a certain room, or in hall, or in chapel, as it might be; and the pupil did his duty too if he was careful to meet his tutor in that same room, or hall, or chapel, at the same certain hour; and when neither the one nor the other dreamed of seeing each

other out of lecture, out of chapel, out of academical gown. I have known places where a stiff manner, a pompous voice, coldness and condescension, were the teacher's attributes, and where he neither knew nor wished to know, and avowed he did not wish to know, the private irregularities of the youths committed to his charge."

But in the case of most Indian pupils while not only have their moral delinquencies to be corrected, but the widely prevailing deficiencies in the national character have to be supplied. The stern virtues of manliness, perfect candour, moral courage and self-respect have to replace cowardice, sycophancy, absence of a sense of duty or self-respect, a readiness to sacrifice one's conscience to please others. These are grave defects. How is this regeneration of the national character to be brought about? It must be the slow growth of ages and the result of the combined action of many causes. But one of the most potent causes to my mind is the imparting of such education as is obtained in the public schools and residential Universities of England. To expect that Government should provide funds for the founding of such institutions in India would be unreasonable. That our rulers have so far encouraged higher education and placed the treasures of their national literature and science at our disposal is worthy of the best traditions of Ancient Athens, the mother of liberal arts that has civilised the whole of Europe, Egypt and Asia Minor.

Under these circumstances I would ask you to consider whether the rich people of Bombay cannot found a public school and a residential college in a quiet town like Deolali, Poona, or Belgaum, in a temperate climate and on an extensive site, full of the beauties of nature, varied by hill and dale, by streams and groves. The school and college should be at

some distance from each other and under separate management. The pupils should all reside in their school or college and form self-contained colonies. The teachers for the school should be selected from the successful and popular Assistant Masters of the Public Schools of England, and the Professors of the College similarly from experienced tutors of the best Colleges of Oxford and Cambridge, and in the case of specialists also from the best products of Scottish or German Universities. The salaries of the Teachers and Professors should be such as would make it worth the while of educationists who are imbued with the best traditions of English Public Schools and are of good social standing to accept. Such a public school or college would necessarily be costly. But it seems to me that with an endowment fund of ten lakhs apart from buildings which may cost not more than three lakhs additional, a good beginning may be made. This is not too large a sum for rich Bombay to subscribe. The interest of the endowment should be largely supplemented by a grant-in-aid from Government, and the fees, which should be high enough to draw the pupils from the higher middle classes of Indian society. They may vary from Rs. 50 to 100 a month. Seeing from what humble beginnings the Aligarh Anglo-Oriental College for Mahomedans has arisen to its present size and importance, such an institution as I have sketched is not too high for the Presidency of Bombay.

It will be seen that I have nowhere said that the High School and College should admit only boys of one religion or community. If admission was so restricted, it would be distinctly a disadvantage. If school life is a preparation for practical life in the world, all races and communities with whom we have

to mix in the world should be allowed admission into the school and college, with certain restrictions of course of previous education and social standing, that the governing body may prescribe. Parsis, Jews, Christians and Mahomedans, who have no objection to dine together, may live in the same block or quadrangle under a house master and dine in the same hall together. Do not young men of these races as well as Hindus mix freely together when they meet in England as students, and if they do so in England what should prevent them from doing the same thing in a residential college remote from crowded towns? Those students that cannot or will not dine together, if they form a sufficiently large number, may reside in a separate block of buildings and dine separately. Separate blocks, quadrangles and houses may be arranged for communities that desire to live only among and by themselves.

In such a college there would be growth of an *esprit de corps* of traditions, of college life. Libraries, Reading Rooms, Debating Clubs, Literary, Historical, Scientific and Dramatic Societies, Cricket and Football Clubs would throw the pupils constantly into one another's company, and the tutors and professors residing with their pupils would be constantly exercising a wholesome influence over their character and manners. Discipline outside the lecture rooms would be maintained by proctors and sub-proctors appointed by the Governing Body, by house masters, and by prefects or monitors chosen from the students themselves. To these great advantages may be added that of religious and moral instruction. It ought not to be difficult to arrange weekly discourses on ethical subjects or doctrines of a universal religion, to be delivered by the older professors, which should not be

based on religious dogmas but on an appropriate text from the Bible, the Zend Avasta, the Koran or the Bhagavad Gita, or on a quotation from a well-known writer. If there be distinct houses for pupils of different religions, a separate place of worship may be provided for each community, and sermons based on the doctrines of a particular religion arranged for such students. The moral or religious discourses should be open to all, and a spirit of catholicity and complete toleration should be fostered among the pupils. The weekly sermon may even embrace the comparative study of all the greatest religions of the world. It will be seen that I am decidedly against one college for Parsis, another for Hindus, and a third for Mahomedans and so on.

Most of the features I have described above will be common to both school and college, and both may grow up side by side with their own traditions and code of honour, which would leave an indelible impress on the character of the pupils for life. At the same time the practical life, the self-government, the social intercourse would eminently fit them for practical work in the world on their own account or for the executive duties of official life. I lay great stress upon the advantages of mutual intercourse between the European tutors and professors and their Indian pupils. By such intercourse the most promising youth of the country would have an opportunity, which is rare in after-life except in the Presidency Towns, of understanding the character of English gentlemen and appreciating and imitating their many virtues in which they themselves are deficient. At the same time the professors would get an insight into the character of their pupils, which no amount of contact in the lecture room alone can give. This insight would

enable the professors to be valuable interpreters of the Indian national character to our rulers. Thus a means would be found of removing the misunderstandings between the rulers and the ruled that often arise from ignorance of each other's character. I have known Indian gentlemen of the highest intellectual calibre and even of great administrative ability frequently unable to understand the character of the ruling race. Under such circumstances any means of drawing the ruler and the ruled into closer sympathy than at present should be welcomed and adopted.

It is worth while to inquire if any of the special advantages peculiar to a residential college such as I have described may not partially at least be provided in the existing colleges. College classes are at present so large that professors and lecturers cannot afford to give much individual attention to their pupils. Nor can they fully correct and criticise all the weekly essays to which I attach great importance. The teaching of the professors too often requires to be supplemented. Under these circumstances a number of the best graduates of each college should be appointed tutors, and those under-graduates who can afford to pay a special fee for tutorial help should especially in the first two years of attendance be allotted by the college authorities for guidance and help in their studies to the tutors. The tutors should not only help the under-graduates in their studies, but should be their moral guides, and inspire them with love of study and a high sense of duty. They should be men to whom young under-graduates may look up for intellectual and moral guidance. The tutors should also correct and criticise the weekly essays and help the professors in valuing examination papers. In the last two years of under-

graduate life the professors should themselves as far as possible perform tutorial duties with the help if necessary of Assistant Professors.

In colleges to which hostels are attached, a superior class of commoners may be admitted on payment of higher fees. They should be entitled not only to live in larger and better furnished rooms but also to dine together in Hall, should their religious and social customs allow. These commoners may also be placed under the care of one or more special tutors or house masters. The increased fees would cover the additional cost to the college.

Weekly discourses on moral or religious subjects during term time may be delivered by the Principal and Professors by turns. One such discourse a month need not be considered too heavy an addition to their duties. These discourses may be made of general interest, and should always be of an elevating and inspiring nature.

I shall now with your permission allude to one or two important recommendations of the Universities Commission in connection with the examinations for the Arts Degree. I highly approve of the recommendations that the course of the degree examination should not be one of less than four years, and that the Previous Examination of the Bombay University should be abolished. Too many public examinations are a great burden on young minds and the place of the Previous Examination should be taken by the annual college examination. Students should have time for acquiring habits of self-reliance, for reading and thinking on their own lines according to their own desires. Too many examinations like too many lectures are bad for them and leave no time for self-help and research. They should be thrown more upon their own resources than they are at present.

The First Examination in Arts should come at the end of the second year of study, and should be made a more efficient test of the knowledge of English than the Intermediate Examination is at present. Such Modern English books as are models of literary style should be prescribed. To a three-hour essay should be added, letter writing, paper, another in paraphrase, and translation, should be added. Every candidate should be made to pass in each of these papers separately. In the essay paper half the total marks should be assigned to correct grammar and idiom, and no credit should be given to a candidate who fails to obtain one-half of the marks allotted to correct grammar and idiom.

After the First Arts Examination is passed, the course should be divided into one for a pass degree and a Special Honours Course. I regret very much that the Universities Commission has not pronounced in favour of a separate Honours Course. Students vary widely in intellectual capacity and those who excel should be given a chance of distinguishing themselves as well as of specialising. It is not too early to specialise after passing the First Arts Examination if its standard be raised. The Pass Course should be such as a young man of ordinary abilities can go through without much difficulty, and should at the same time provide a sufficiently liberal training. The Honours Course should be a highly specialised one and may extend over three years at the option of the candidate after passing the First Arts Examination. I would restrict the Honours Course to English Language and Literature and a Special Branch of Study, which may be Mathematics, Physical Science, Natural Science, Mental and Moral Science, History, or lastly a specialised course of English together with a Classical Language. By

the institution of an Honours Course an immense improvement will be effected in the teaching for the B.A. Degree Examination and in the attainments and mental training of our best graduates. When an Honours Course worthy of the name is once for all established, the M.A. Degree Examination may be abolished and the Degree granted to graduates of sufficiently long standing if they submit a thesis showing original research.

I hope I have not presumed too much on your patience. I should be glad if the few thoughts I have put together in this paper would stimulate discussion and inquiry on your part. I feel that the time is come when the highest type of academical institutions should be established in this country. Those of you who are fortunate enough to have the ear and friendship of men of means would confer a great blessing on your countrymen by inducing them to spend a portion of their superfluous wealth in endowing such institutions, which would become a power in the land and raise the gifted youth of the country higher, intellectually and morally, and in larger numbers than is at present possible. May your University grow in power and influence and flourish for ever and ever is my devoted prayer.

H. J. BHABHA.

EDUCATION IN THE CENTRAL PROVINCES, 1902-1903.

The report on education in the Central Provinces for the above year is a record of progress. There were 2,587 schools with 158,332 scholars at the close of March 1903 against 2,563 schools and 142,720 scholars last year, the increase in scholars being 10.9 per cent. This is a very satisfactory feature of the report, as the figures have never reached such a high level since the year 1862 when the Education Department was first started.

In British territory the schools numbered 2,250 and in the Feudatory States 313 with 141,067 and 17,265 scholars respectively. The special feature of the year's report are that the Middle and Upper and Lower Primary examinations were abolished, and the High School scholarship and the Primary examination under the new rules were held for the first time during the year, and a Female Normal School has been opened at Nagpur. Among the improvements it may be noted that instruction in rural schools was particularly attended to, care being taken to teach those subjects which may be of actual value to the majority. Instruction in Agriculture too was imparted with care, practical illustrations being resorted to. According to last Census the total population of the Province is Rs. 11,873,029, out of which 158,332 children of school-going age were under instruction. The percentage of scholars to children of school-going age was 8.8 as against 8 per cent. in the previous year. The cost of education in British territory in the year under review was Rs. 12,21,222 as against 10,31,279 last year, the expenditure being met partly from Provincial and partly from District and Municipal funds. In technical schools 9.77 per cent. of the expenditure were met from Provincial revenues. One hundred and forty-six scholarships of the annual value of Rs. 12,600 are being paid from Provincial revenue as against 137 scholarships of the value of Rs. 11,736 last year. Seventy-three scholarships are awarded annually from District Council Funds and 31 from other sources. The average cost of educating each pupil was, in College of Arts, Rs. 206-6-0 as against Rs. 208-2-0; in secondary schools Rs. 25-4-0 as against Rs. 24-4-0 and in primary schools Rs. 3-9-0 as against Rs. 3-8-0. There was a decrease in fee receipts owing to the prevalence of plague. The results of the various examinations were poor, due to the schools and colleges being closed for the greater part of the year owing to the prevalence of plague; 14 students passed the B.A. examination, 27 the F.A. and 150 the Matriculation, as against

27, 60 and 155 last year. In the School Final examination there were 32 passes or 8 more than in the previous year which may be considered satisfactory. A brief review of the work of each District Council is given in the report from which it appears that every effort was made to encourage the progress of education as far as possible. There was an increase in the number of students enrolled in colleges from 270 to 277, the increase would apparently have been greater but for the prevalence of plague on account of which the passes were also below those of the previous year. The Government College, Jubbulpore, had poor results at the examination and so also the Hislop and Morris Colleges, but this is attributable to a large extent to the closure of these colleges owing to plague. From the statistics of secondary schools it is seen that there was a decline in strength, the falling off being mostly in high and vernacular middle schools. Anglo-vernacular middle schools increased by 3 in number owing to the opening of two schools in Bhandara and one in Jubbulpore. The abolition of the middle scholarship examination created a feeling of unrest among pupils and their parents, but it was no doubt a step in the right direction to have substituted the high school instead, which will tend to raise the status of education in the long run. The upper departments of high schools have been detailed in the report and the various aided and unaided schools were satisfactorily maintained on the whole. There was an increase in the number of schools in British territory from 1853 to 1867 and in the strength from 109,680 to 122,413 or 11.6 per cent. The average cost of educating each pupil was Rs. 3-4-3 as against Rs. 3-3-6 last year. Passes of this year as compared with the last year show little variation. A new feature of the primary department is the introduction of "Arbor Day" on the same lines as in America. This day is devoted to the planting of trees in school gardens, waste places and adjoining roadsides and is intended to be introduced on the 9th November in commemoration

of the Birthday of His Majesty the King-Emperor. In a word the primary education was managed with success during the year under review. Education in the Feudatory States was conducted satisfactorily during the year. Training institutions for teachers have been doing good work although the total number on the rolls decreased from 228 to 223, which was due to the prevalence of plague. Technical education does not show any new departure but is being worked on the same lines as last year. The schools are continuing to carry on industries of various kinds with good results. Female education does not appear to progress as well as it ought to in these provinces, but every endeavour is being made to improve it as far as possible by the adoption of certain measures calculated to achieve the desired end. Female schools in British territory declined from 175 to 173, but the strength increased by 5.7 per cent. Expenditure also declined from Rs. 1,00,212 to Rs. 94,582. This is due to the closure of some schools owing to the plague. Female schools under the management of Missions are doing comparatively better than others. The most successful girls' schools are those of the Zanana Mission at Jubbulpore and Nagpur and the Friends and American Mission at Hoshangabad and Bilaspur respectively. Statistics of schools for Europeans and Eurasians show no variation in the number of schools which remained the same as last year, viz., 16, but owing to the plague the strength declined slightly. Mahomedans in these provinces, as in other provinces, are very backward in education and do not avail themselves of the privilege offered to them of improving themselves. The Text-book Committee have done good work during the year under review.

THE PROPOSED EDUCATIONAL REFORMS IN THE UNITED PROVINCES.

The following letter, No. ⁵¹⁹XY-551A-1, of 1903, dated Naini Tal, the 31st August 1903, was sent from S. H. BUTLER, Esq., C.I.E., Officiating Secretary to Government, United Provinces, to the Director of Public Instruction, United Provinces.

SIR,

EDUCATIONAL DEPARTMENT.

I am directed to forward (for record) copies

of certain representations that were handed in by an influential deputation to the Lieutenant-Governor at an informal meeting at Lucknow, at which you were present, on the 18th July last. His Honour has since discussed the various questions raised with a number of educationalists, official and private, in different parts of the provinces, and with several parents and guardians, and he has delayed passing orders until he had an opportunity of discussing the whole question with you on your return from your autumn tour.

1. Notes of recommendations to be submitted to His Honour the Lieutenant-Governor.

2. Notes on our educational problems.

3. Resolutions of the Graduates' Association, Allahabad.

2. Such discussion has convinced the Lieutenant-Governor that the curriculum in our schools should be re-examined. His Honour desires to acknowledge in the fullest manner the many improvements which the educational system in these provinces owes to the recommendations of the committee of 1899. Whatever the defects in that system may be now, they are few in comparison with what they were five years ago. It should also be added that the rules which now excite most dissatisfaction, were not recommended by that committee. Indeed, such changes as now seem to be necessary are entirely consonant with the committee's recommendations except on one point—a very important point, it is true, but one with which, it is understood, the committee were not expected to deal.

3. That point is the fundamental difference in the conditions under which the primary and

secondary sections ordinarily work in vernacular and in anglo-vernacular schools. The primary and secondary sections in vernacular schools represent, or ought to represent, a scheme of education complete in itself, so far as it goes. The corresponding sections in anglo-vernacular schools represent, or ought to represent, a scheme of education which is preparatory to something higher. The majority of boys in vernacular schools stop short at the primary stage (lower or upper); a small minority only proceed after the secondary stage (class VI) to higher education at anglo-vernacular schools, where, in fact, special arrangements have to be made for them. The case is quite different in anglo-vernacular schools, where boys aim at acquiring some knowledge of English, and at a generally higher education, and where even vernacular education extends over a greater number of years.

4. Owing to the neglect of this distinction hitherto the same primary education has been prescribed generally for both classes of boys. This, in fact, is the root of the present difficulty. Since classes III and IV in vernacular schools occupy a different place in a practical scheme of education from the same classes in anglo-vernacular schools, and serve different classes of people who require different kinds of education,* it is essential that there should be two distinct kinds of upper primary schools.

5. The complaints that have been made will now be examined in the light of the above considerations; but first I am to say that certain of them do not call for discussion. (1) As to object-lessons, you have already decided that the syllabus should be simplified. (2) As to the addition of Arabic to Persian in the high section, this is due to the act of the University and His Honour is not prepared to take up the question at present. I am, however, to ask whether you

* Also class for class the boys in vernacular schools are older and stronger in physique than the boys in anglo-vernacular schools.

anticipate any difficulty in finding competent teachers in both Arabic and Persian. (3) As to greater freedom for aided and recognized schools in the matter of fees, no orders are required. The gentlemen present at the deputation declined to commit themselves to the statement that a school can be efficiently managed on lower fees than those prescribed (i.e., 75 per cent. of the fees in Government schools). It is merely a question of endowments. If schools are endowed, they can, under the rules, increase the number of free or part-free scholars to the extent of the endowments definitely devoted to this object. They cannot, however, be allowed to do this at the cost of the scholars who pay full fees.

I am now to take up the questions raised as they concern anglo-vernacular and vernacular schools respectively.

ANGLO-VERNACULAR SCHOOLS.

6. It is suggested that the primary (formerly the upper primary) examination should be abolished as recommended by the 1899 committee. The Lieutenant-Governor recognizes that the rule prohibiting the admission of any student to a higher class than class IV until he has passed the primary examination has created difficulties which were not foreseen, and by giving an undue importance to the examination has, in some cases, contravened the policy of Government. It has been necessary to modify the rule; and it may now be abandoned altogether. In future, promotion from class IV to class V should be determined by the headmasters and managers subject to the general approval of the inspecting officers, as is done in promotions from other classes. In these circumstances an external examination in addition to the one held to decide promotions will serve no useful purpose; it will not, as it usually does in a vernacular school, mark the close of an education, and it is the policy of the Government of India to discontinue unnecessary examinations. The special primary examination should, therefore, be abolished in anglo-vernacular

schools. For statistical purposes the results of the school examination for promotion at this stage should be returned as those of the primary examination.

7. It is suggested that English should be commenced in class III, as was the case formerly, and as was recommended (it would be more correct to say contemplated) by the 1899 committee. This is an important question. It is essential that boys should have made some progress in the vernacular before beginning English. On the other hand, the continuation of vernacular studies at least up to the end of the middle course makes it unnecessary to demand so much of the vernacular as a preliminary to the study of English. It is, moreover, obviously one of the principal objects of anglo-vernacular schools to teach English, and the Government of India have recognized that English may properly be taught in the primary sections of such schools. It is objected with reason that, as the standard of English is raised in the entrance examination, the period of its study should not be shortened, as must be the result of the existing rule. The Lieutenant-Governor is convinced by the enquiries which he has made that the present rule will not work in practice, and that some modification is necessary.

8. Such modification will require the revision of the course in other subjects, but this is needed on other grounds; complaints, for instance, against the present arithmetic course are general, and the Lieutenant-Governor has no doubt that there is need of change. A course which may be suitable for the primary stage of vernacular education, with only a two years' secondary course to follow, is unnecessary and out of place in a scheme of anglo-vernacular education, in which the secondary course extends to six years.

9. What is really wanted, then, is to lighten the primary course and to distribute the work (particularly in arithmetic) more uniformly over the primary and middle sections, so as to make provision for beginning English earlier. In other

words, the work of class III should be distributed over classes III and IV, and English should be commenced in class III. Similarly the work of classes IV to VIII should be distributed more evenly over classes V to VIII, without, however, shifting the point at which English commences to be the medium of instruction. This can be done with advantage to efficiency and without substantial dislocation of the existing system.

10. As regards the necessity of studying both forms of the vernacular in the middle sections, I am to say that it is quite sufficient to require that boys should be able to read and write in the second character, and this can be secured by providing that no boy should be promoted to class VII or class IX unless he can read, and write to dictation from, an upper primary text-book in the second character. Boys whose mother-tongue is neither Urdu nor Hindi should not be promoted to class VII unless they can read, and write to dictation from, a lower primary book, nor to class IX unless they can pass a similar test in an upper primary book, in either Urdu or Hindi.

11. As to the admission of private candidates to classes above class IV, the difficulty will be solved by the changes indicated in paragraphs 6 and 10 *supra*. Headmasters should admit boys to such classes as they think fit, subject to the approval of the inspector. It should be a condition that such boys can read and write either Hindi or Urdu, unless they come from places outside the United Provinces where neither Urdu nor Hindi is taught as a vernacular.

VERNACULAR SCHOOLS.

12. The complaints made at Lucknow hardly touch the vernacular schools, which are apparently doing their work well. His Honour would be glad to free promotions from the upper primary to the middle section from the condition of passing the upper primary examination. It is understood that the chief teacher has power to promote, subject to the approval of the deputy inspector,

in all other classes up to class IV, and it is not clear what useful purpose is served in a vernacular school by preventing him from promoting into class V. His Honour has been informed that such a course would be open to abuse, but he has not yet been able to ascertain what substantial risk would be incurred in vernacular schools, where the great majority of boys leave before going to class V. Pressure will no doubt be brought to bear upon the teachers to promote boys, but if the deputy inspector can counteract this pressure below class IV, where the pupils are many, he can presumably counteract it above class IV, where the pupils are few. The examinations *in situ* should correct any laxity in the matter of promotion.

13. As regards the curriculum but few change seem to be necessary. On the general principle that the education in vernacular schools should fit the boys for the business of life, I am to enquire whether you think it possible to restore to the primary course (without unduly weighting it) simple mensuration, and such easy examples in compound interest as will be useful to the boy hereafter in their dealings with the village banker; or whether it is possible (without the sacrifice of any substantial object) to make room for these by otherwise lightening the course. For most boys who do not go beyond a primary vernacular school, these subjects are likely to be useful. A knowledge of recurring decimals would seem scarcely to be required.

CONCLUSION.

14. I am now to ask you to submit proposals for revising the curriculum on the above lines with any further recommendations that may occur to you. It will be necessary to consider what changes, if any, will be required in the rule for grants-in-aid, and your proposals on this subject also are awaited. It is desirable that headmasters and managers should have as long notice as is possible of impending change in order that they may make the necessary arrangements. The

Lieutenant-Governor fully recognizes the inconvenience of such changes to all concerned, but he believes that in the present case they will be generally welcomed. Without expecting finality, which in these matters is hardly attainable, His Honour hopes that it may now be possible, on the basis of the experience that has been gained, to devise a scheme which will work well for some years.

I have the honour to be,

SIR,

Your most obedient servant,

S. H. BUTLER,

Offg. Secretary.

MISCELLANEA.

1. CONTRIBUTIONS OF MODERN EDUCATION TO RELIGION.

By GEORGE A. COE, PH.D., Professor of Philosophy in North-Western University, U.S.A.

The present widespread demand for improvement in religious education renders necessary a re-examination of the relation between religion and the principles that underlie general education. For writers, both Catholic and Protestant, who complain of defects in existing methods of religious training are seeking relief—at least in part,—through the adoption of methods already in use in the so-called “secular” schools. It is apparently assumed that the pedagogical principles upon which these schools are working are inherently adapted to promoting the ends of religious nurture also.

Religious education must certainly be religious in point of process as well as in point of purpose. No real advance can be made by attempting to graft into religion methods that are, at their foundation, either irreligious or non-religious. What kind of alliance, then, is this which is proposed between religion and modern pedagogy? Has the educational reform any contribution whatever to make to religion? Of course religion lives in its own right; it does not depend upon

contributions from without. Nevertheless, it is often helped or hindered by the movements of the time, and in this sense modern pedagogy may conceivably have something to contribute.

In a broad sense, religion may be said to include the whole movement for the reform of education. Modern “secular” schools are an offshoot from church schools, and the fundamental ideas of the school reform can be traced back to the medieval period. The demand for popular education and for natural methods started within religion. Many of its chief prophets, too, notably Pestalozzi and Froebel, looked upon it as a distinctly religious movement.

Nevertheless, the reform movement, in both its practical and its theoretical aspects, became independent. It based itself upon psychology and child-study, not upon Bible or church or creed. It has built up a set of principles of its own without asking what bearing they have upon religion. We have to deal, then, with two apparently independent sets of principles, the religious and the pedagogical.

What is modern education? The movement started out and ran a considerable part of its course under the inspiration of a single idea, that of the natural development of the child. This idea became a great tree with many spreading branches. The soil in which it stands is a sense of the worth of man. Hence the demand for universal education. Its trunk is the vital principle of growth as contrasted with every mechanical or merely logical process. Its chief branches are the following principles, which every teacher who is both conscientious and intelligent writes upon his heart: that the mind grows by assimilating mental food, that is, by apperception; that nothing is fully acquired until it has been expressed; that the proper attitude and habit of the pupil is therefore that of self-activity; that self-activity is free activity, that is, activity that springs from natural or spontaneous interest; that, therefore, in the work

IX.

of training, the concrete precedes the abstract, the reality the symbol; finally, that education is the symmetrical development of the entire personality, not merely of the intellect.

A second great idea has also come to prevail in the educational movement. It is that education is not set for the building of isolated personality, but for the building of society as an ethical organism. We have actually reached a point in the educational reform where culture without socialized conduct is looked upon as defective culture.

Of these two basal ideas the first, that of the child himself, determines the nature of the educational process; the second, that of the social destination of the human being, prescribes an end for the process and yields a principle for the selection of material. Our problem is whether these principles have any essential affinity with religion, and whether, therefore, they are capable of serving as a basis for an improved religious education. The solution of our problem can be found only by an analysis of the principles already mentioned. Such analysis will show certain positive results.

First. Modern education, in its principle of apperception, recognizes the inner life as the essential life of a man. It proclaims that things are not life, and that nothing can enlarge us that does not become a part of our inner being. The school is not to hang something upon the child, but to develop something within him. Here, surely, is support for spiritual religion. “Out of the heart,” said a wise man of ancient times, “are the issues of life.” The Great Teacher reaffirmed this thought again and again. Not what comes to a man from the outside, but what comes up out of the inner being, is the decisive fact of life. At this point, then, Christ and modern pedagogy are at one.

Second. Modern education not only puts emphasis upon the inner life, but it also conceives that life broadly. Life is more than knowledge;

it is also appreciation of what is lovely and of good report; it is sympathy with other life; it is righteousness of purpose. To teach is more than to train the intellect and fill it with information. It is to make men. The transformation in our schools from the idea of mere instruction to that of symmetrical development is not yet fully accomplished, but in principle the victory has been won. This victory is a move in the direction of religion. For, though religion concerns the intellect, it is most of all a matter of the heart and the will. Jesus declared that he is come that we may have life and that we may have it abundantly. There is a sense in which every true teacher could say this of himself, for he is to help his pupils not only to know but also to live. Whatever culture of the feelings and the will the school is able to impart is so much preparation of the soil for the reception of religious impressions.

Third. Though modern education emphasizes the inner life, it demands that this life come to outward expression. "No impression without expression" is its motto. It declares that a mental act is not complete until it has expressed itself by means of the motor apparatus, and hence that we do not really grasp an idea until we set it at work. Does not this remind us of the very words of Jesus when he said that one who hears his words without doing them is like a man who built his house on shifting sands, while he who both hears and does is like a man who built upon a rock? Entrance into the kingdom is accorded, not to those who say "Lord Lord!" but to those who do God's will. In religion and in education alike the inner and the outer are indissoluble; they are the concave and the convex sides of the same curve. Hence, education working in its own way enforces the lesson of religion. This lesson is especially significant in this day of practical affairs, for the only kind of faith that is convincing to a modern man is the faith that shows itself in its good works, the faith that spiritualizes conduct, business, and all our human relations.

Fourth. Another side of the same principle requires that the concrete shall come before the abstract, the reality before the symbol. The word, the rule, the theory, is not to be introduced until the pupil has something to express by means of it. Hence, education begins, though it does not end, with things of sense. The training of the senses and of the muscles, which has become so prominent in our schools, proceeds from no unspiritual view of life, but from the actual structure of our minds. In the manual training class the child learns vastly more than mere material things. He learns arithmetic, the laws of nature, self-control; he cultivates attention, imagination, character. A laboratory, or a landscape, or a mass of clay for modelling, if only such meanings be found therein, is fully as spiritual as a book. Modern education busies itself with objects that are visible and tangible because of what they reveal, and because of their effect upon the inner life of the child or youth. Is not this principle a principle of religion also? What is the meaning of the central idea of Christianity, incarnation, unless it be that men come into relation with the invisible God through a visible person? "That which we have heard, that which we have seen with our eyes, that which we beheld, and our hands handled, concerning the Word of Life,"—this preface of St. John's first letter would serve with equal appropriateness to introduce a fundamental conception of modern education. When this principle has its perfect work in our schools it will counteract two tendencies that are unfavourable to religion, the tendency, on the one hand, to think of religion as abstract and speculative, and the opposite tendency to ignore the spiritual aspects of the visible world.

Fifth. The educational principle of free self-expression is equally harmonious with religion. At first sight freedom may seem to clash with all authority, but the apparent conflict disappears when we understand what pedagogy means by freedom. Freedom certainly does not mean that the pupil is to do just as he likes, for what one

likes may actually repress and enslave. Unwholesome food may give pleasure to the palate, though it depresses our vital powers. Freedom is the active self-expression, not of incidental desires, but of the deeper demands of the nature. These deeper demands continually oppose our more superficial impulses, so that the attainment of freedom implies the learning of self-restraint and of obedience. Capricious indulgence of desire ends in slavery. We cannot be ourselves unless we train our vagrant impulses to bow before the deeper and higher things of the spirit. Freedom does not exclude authority, then, but requires it. What pedagogy insists upon under the name of freedom is simply that the teacher shall utilize the deeper currents of life so as to help the child from within rather than in any merely external fashion. The deeper currents, as well as the superficial ones, will manifest themselves in spontaneous interest which it is the duty of the teacher to seize upon. Artificial leverage is to be shunned. Whatsoever is done for the child must include a spontaneous expression of the child. If, for example, restraint must be used, it should be so applied as promptly to transform itself into self-restraint.

Here, once more, modern education prepares the way for religion. For religion is itself a proclamation of liberty. Its promise is to release us from bondage to sins and fears and the pettiness of our merely individual desires. It releases us from the sense of being oppressed by the bigness of the world, and makes us realize that all things are ours, whether things present are things to come, or life or death. But it grants us this liberty only through self-surrender, only through that losing of our life whereby we gain life. In other words, religion assumes that her commands are also the commands of our own deepest self. It is thus that the obedience that we render to her is our highest freedom. Thus education and religion are as one in teaching us freedom through obedience.

Sixth. Modern education is likewise working with religion for the adjustment of the individual to society. The demand that every child shall have opportunity for education recognizes the ultimate worth of the person. It is in direct line with Christianity, which looks down through wealth, position, nationality, social circumstance, to the individual heart. On the other hand, both education and religion recognize right relations to one's fellows as a necessary part of true life. Christianity sets before us the ideal of a divine society in which each citizen loves all the others as he loves himself. Something like this is coming to be recognized as the end of education. No longer is it possible to look upon knowledge, power, intellectual and æsthetic culture, or anything else that is merely individual as the aim of the school. The school is to make men, and strong men, but men strong in regard for one another, strong in their loyalty to law, strong in their spirit of co-operation.

These are the essential characteristics of modern educational philosophy. Every one of them is not only reconcilable with religion, but actually included within the Christian view of life. We may therefore say that *the modern educational movement as a whole has consisted in the working out of certain pedagogical aspects of Christian belief.* It has by no means appreciated all the wealth of educational principle that is contained in Christianity, nor has it always kept itself free from un-Christian tendencies of the times. Educational reformers have often been unconscious of their indebtedness to religion; now and then one of them has been hostile to the church. Doubtless, too, the administration of education has improved less rapidly than educational theory. Yet, for all that, the educational movement of modern times has never been really independent of religion. It has builded better than it knew, for its inspiration has come from the highest source. The separation of church and state, which every citizen is concerned to maintain inviolate, does not signify that education

III. TEACHING NON-ENGLISH SPEAKING PUPILS.

BY SUPERINTENDENT HENRY S. TOWNSEND,
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The following outline of a method has proved valuable in work with children not familiar with the language of the school, and may help others, especially along the lines of nature study and stories.

1. The teacher gives information by presentation of the object or a part of a whole consisting of objects, such as the fruit of a fruit tree or a piece of wood from a valuable timber tree; by pointing out peculiarities he causes the children to see that which might not otherwise attract their attention; he talks of the tree (for instance) from which the fruit or wood specimen is taken, illustrating freely with chalk or colored crayons, in case the tree is not in sight. Drawings made in the presence of the class are better than the same merely presented. In like manner he tells child all that is not already familiar about the preparation of the article, its uses, etc., as the case may require, giving him opportunity to see for himself as much as possible. The free use of the universal modes of expression, such as modelling, drawing, coloring, making, gesture, acting, etc., is an essential part of this method.

2. The child expresses himself by means of the universal modes—drawing, coloring, modelling, making, etc. His drawings should express his own ideas and not those of his teacher. If he is a perfect artist, his drawings, etc., will be no more crude than his ideas. They should be criticised as means of expression and not from the standpoint of art. Their purpose is primarily to reveal to the teacher the child's ideas, and secondarily to develop and fix those ideas. The teacher's criticisms and suggestions should be aimed at the child's ideas as expressed in his drawing and should tend to increased observation and better and more definite ideas. Artistically good drawings made by the children in such work as this are exceedingly suspicious circumstances.

3. In connection with the universal modes of expression the child now begins to express himself in spoken English. In this he will need a good deal of help from the teacher. At this stage, however, the teacher should use every effort to keep himself in the attitude of an assistant and should not be too critical. He has had his innings as indicated in paragraph 1.

4. During the progress of the work as indicated in paragraph 3, the teacher will have written on the blackboard a few words or sentences used by the pupils. These will now serve for a reading lesson. Afterwards they will be copied repeatedly by the pupils, and will thus serve as an exercise in writing and as a lesson in spelling. They should not, however, be used as lists for spelling, either oral or written.

5. The child is now ready for an expression of his ideas by means of the universal modes combined with written language. This may take the form of a drawing with the name under it, or it may become an illustrated composition of greater pretensions, as the degree of advancement of the pupil may indicate.

The foregoing method with slight modifications may be adopted to other subjects and lessons. Its foundation principle is that it begins with the universal modes of expression and advances through them to the conventional—speaking and writing. It proceeds from the known to the unknown, following the order of nature and the plan by which our mothers unconsciously taught us to speak. In addition to the above considerations it is amply justified by the value of all-round expression in mind growth. It is indeed a crude drawing or painting which does not express something which it would be difficult to express in words. And since we fully possess no more than we can express, it follows that this all-round expression is necessary to all-round mental growth. These principles are fundamental.

OUR ENGLISH LETTER.

CAMBRIDGE, October 1903.

'At one time 'Passive Resistance' was to certain people what Passive Obedience and Non-resistance were to the Vicar of Bray—a jest and a joke. But that time has now gone by. The movement bids fair to paralyse the administration of justice throughout the land; its opponents are becoming alarmed, and those who were inclined to be sympathetic from the outside are now tending to an active participation. Certain foolish acts of tyranny on the part of the magistrates, so far from over-awing the resisters, have roused them; and it is fully expected that by the end of the year there will be forty thousand of the most law-abiding citizens in the country in open hostility to the law. It is not unnatural, therefore, that the wiser heads on both sides are beginning to see that something must be done. For the Non-conformists, Dr. Horton has taken the lead, laying down the lines of a compromise, and stating what in his opinion is the irreducible minimum that the Non-conformists will accept. On the other hand, a 'churchman,' in the *Westminster Gazette*, who is obviously in a position to speak with very great authority, and who is by some suspected to be the Archbishop of Canterbury himself, proposes a compromise also, and asks whether the Non-conformists will accept certain terms. The *Journal of Education*, too, whose support of the principle of the Acts was so valuable to the Government, again states its opinion that the bargain made by the Church was unfair, and that representation on the managing bodies ought to be proportional to the financial aid given to the schools. Here then there are the elements of a peaceful settlement. Absolute repeal of the Acts may be put on one side—and in the recognition of this fact by the Non-conformists lies the opportunity for the Church to 'save its face.' But it is certain that there will be no peace until the Church partly pays the proper price for its acceptance of State aid—and that is, and can only be, the acceptance of full popular control. Much might be done by means of a private conference between the Archbishop,

with other broad-minded leaders of the Church, and Dr. Horton with other Non-conformist men of eminence. I have high authority for saying that the Archbishop has distinctly said, in private, that the Act must be amended.

That, if a conciliatory spirit prevails, peace is not impossible of attainment, is shown by the case of the Isle of Wight County Council. Here it was announced that the 'non-provided' schools of Cowes had, with the sanction of the Bishop, been handed over to the Council, on the understanding that the present managers are to fix the hours and kind of the religious teaching for half an hour a day each week—the Free Church Council being conceded corresponding powers. The Chairman of the Council, in announcing this agreement, asserted that the Isle of Wight was leading the way in the friendly settlement of a thorny dispute. It does not, of course, follow that precisely the same arrangement might suit the case of all other places: but a similar willingness to meet opponents could not fail to have a good effect. Neither party can really desire that the present state of things should continue.

The meeting of the British Association this year will be memorable for the extraordinary amount of space devoted to education. First and foremost, Sir Norman Lockyer, in a long, vigorous, and combative, if often tedious and badly-arranged speech, made education the theme *par excellence* of the meeting. He began by taking the imperfection of our present educational system as proved. No one, we think, will deny the existence of the disease. It is when we come to Sir Norman's proposed remedies that opinion begins to differ. He wants the Government to start at once building universities all over the country, and suggests twenty-four millions of pounds—the price, as he insisted with wearisome iteration—of perhaps a dozen ironclads—as a fair sum to begin with. It would of course not be a bad thing if the country could be induced to spend more money over education—but what we want, before we build Universities, is enough men, properly trained in primary, secondary, and technical schools, to fill these Universities. Let

us first educate our children, and then we will think about educating those of a larger growth. The Universities of Birmingham, Liverpool, and Sheffield are not yet full: the older ones of Oxford and Cambridge claim that they only need more money in order to make room for many demands of the modern spirit to which at present they have to turn a deaf ear; what is the use of founding a dozen or two more till we have 'exploited' the resources we already have? On the other hand, why should not Sir Norman endeavour to induce the existing Universities to conform more to the needs of the time—if, as he seems to think, they are so useless at present—rather than start a set of new ones whose utility can only be problematic?

Sir Norman also asked for the establishment of a Scientific National Council to guide the Government and the nation in educational matters. What this implies is a concentration of the agencies at present in existence, each of which does occasional good work, but without proper security against overlapping, and without an authority to correlate their work. We have, of course, Royal Commissions; but these are in their very nature temporary and partial in their operation. We have, again, the Board of Education, which, in theory at least, holds in its hands the threads of the work of all the inquiry agencies in the country, and which has a special inquiry branch of its own—a branch which, till the resignation of Mr. Sadler, was thoroughly efficient. But, with these and the others too numerous to mention, Sir Norman Lockyer has certainly hit upon a real need. It certainly ought not to be difficult for the Board of Education so to reform itself as to include within its own body such an organisation. But, until the reign of red tape is ended, we shall scarcely expect to see such a desirable consummation.

Section L, so-called, of the British Association would be one of the first organisations whose work would have to be utilised by such a National Council as Sir Norman Lockyer wishes to see: and the discussion of this year in that section was peculiarly interesting and important. The main

subject of discussion was that of curricula; a subject which, however often we may think it finally disposed of, starts to life again as certainly as the Hydra or Sherlock Holmes. Mr. Sadler insisted that the difficulty was mainly economic. Economic it is; but not mainly. It is a question of time: and, till we get a proper division of labour among schools, we shall never have anything approaching a satisfactory standard of attainment in knowledge or culture. This point, indeed, seemed to be present to Mr. Sadler's mind when he urged that every school should publish its curriculum and state its aim. While, of course, the moral object of all public schools should be the same, why should there be that cramping uniformity in subjects taught which at present prevails?

Mr. Page, of Charterhouse, one of the very ablest and best-known of assistant masters, dwelt on the fact that what rules schools to-day is not the masters but the complex system of public examinations, and drew attention also to his old dictum that the quality of the teaching can never be really good till assistant masters get security of tenure and till promotion goes by merit.

Certain resolutions, the terms of which were intentionally left as vague and comprehensive as possible, were submitted to the meeting. One, which was passed by a small majority, urged that 'specialisation'—which remained undefined—should be postponed to as late a period as possible. A second, which passed unanimously, was to the effect that the study of Latin should not be begun till the age of twelve—an excellent resolution. A third, dwelling on the need of literary instruction, also passed. Indeed, the best feature in the meeting was the obvious hatred felt by many for two great evils, first, 'cram,' and second, the cruel and wasteful practice, which clouds so many young lives, of making boys, ignorant of their own language, start on Latin at nine or ten in order to bring glory to their preparatory master by bringing him a scholarship at a public school. This is an evil which is positively rampant at the present day: and it is a useless evil, for if anything in this world is certain it is that a boy who begins Latin at twelve knows as much

in two years as a boy who begins at nine knows in five. As to the tyranny of examinations, it is difficult for the practical educationalist to speak with calmness, and still more difficult for him to confine his remarks within reasonable length. It is, probably, due to this cause more than to any other that literary education is so backward in England; for the unhappy master, who for a moment strays into the endeavour to impart some taste or feeling to his pupils, is very soon pulled up by the remembrance that taste, though a very good thing in its way, does not pay in examinations. Accordingly, instead of trying to get his boys to appreciate Virgil, he sets to work wearily once more to teach a few genders and 'principal parts.'

CONTEMPORARY EDUCATIONAL PERIODICALS.

I. Indian.

In *Indian Education* (November) the editor advises the Muhammadans of the Deccan not to build another provincial College but to "build their Deccan College at Aligarh as John Balliol built his Scotch College at Oxford." The ridiculousness of the current paragraph "Wanton waste (= Government grant to Missionary schools and colleges) of 45 lakhs a year" is exposed. Mr. A. E. Duchesne discusses "Typewriting as a Subject of Instruction in European Schools." The remaining contents are of the usual kind; Mr. Sadler's English letter contains some remarks on the Allied Colonial Universities Conference.

The Madras Christian College Magazine for October contains three strong papers: Mr. Chakkarai's 'Emerson on Christ,' Mr. Paul Appaswami's 'England and India,' and Dr. Sathianadhan on 'The Survival of Personality.' The College Notes are as slender and one-sided as ever; surely a page or two could be devoted to the doings of the students in their literary and athletic societies.

The Punjab Educational Journal for June has just reached us. This completes Vol. I; we notice that Mr. Knowlton's name no longer appears as that of the editor. A supplement contains notes of eight object lessons in Urdu.

We have also on our table:—*The Indian Ladies' Magazine*, *The Hindustan Review*, *The Indian Review*.

From *The Pioneer*:—We published some weeks ago an account of a Conference of European School Managers in the Punjab on the subject of the New Educational Code. The Conference came to the conclusion that the new Code marked an epoch in

the education of Europeans in India, and promised to place such schools on a basis of efficiency and prosperity which has hitherto been far beyond the hope of the most sanguine. There is no room for doubt that the object with which the new Code has been framed is to improve the education given in the European Schools; but there seems to be a grave doubt in the minds of many school managers whether, and after all, that aim will be achieved. It appears that in the United Provinces, at any rate, many of the school managers are by no means prepared to endorse the optimistic view taken by the Punjab Conference; in fact it is not too much to say that what is known of the new Code has given rise to great anxiety. There is just a possibility that this attitude may be due to a misunderstanding of the principles upon which grants will in future be made to European Schools, or to a want of knowledge how far the principles may be adapted by the Local Government to the special requirements of the several Provinces, and if any such misunderstanding has arisen, it is important that it should be at once removed. It is difficult to see how the managers of one Province can have been almost astonished at "the extraordinary generosity of the Government," while those of an adjoining Province fear the new Code foreshadows the speedy extinction of many of the European Schools. As has been previously explained, the main point of the new Code is that the Government grant will in future be based, not upon the roll of scholars, but upon the roll of teachers. Government will contribute 50 per cent. of the total amount paid as salaries to properly qualified teachers, and the remaining half will have to be made up from school fees, etc. The new Code, as we understand it, promises, further, a contribution of 15 per cent. on the total amount paid in salaries. Out of the amount thus given, together with what may be left over of the school income after defraying their half of the salaries, must be met all miscellaneous expenditure. This on the face of it appears liberal enough, but certain limitations are added which reduce the net amount eventually given. Perhaps the situation can best be described by taking as an example a school in which, let it be assumed that the fees paid for teaching amount to Rs. 6,000 per annum, and help received from charitable or other private sources to Rs. 1,000. Assume further that this school has to pay in salaries, enhanced under the proposed Code, Rs. 15,000. Such a school while apparently receiving from Government Rs. 9,750 (the half salaries plus 15 per cent. of salaries) and holding a private income aggregating Rs. 7,000—a total of Rs. 16,750—would have left, for all other expenditure than teachers' salaries, Rs. 1,750, or Rs. 146 per mensem. A veteran school manager who has probable as wide an experience of the work as any one in India, expresses the opinion that such schools as have a voluntary staff will score under the new Code; other schools will lose heavily. The special arrangements for the training of teachers are an excellent feature, and the increased grant for salaries is an immense improvement; but if the schools have to be closed for want

of funds to meet incidental expenses, how will the teachers earn the grants? This manager has calculated that the school with which he is most intimately acquainted would be able to carry on from existing reserves for about three years on the basis of the new Code as it stands, and would then collapse. Managers of other schools have come to similar conclusions, and altogether the outlook is regarded as very serious. We understand that a Provincial Conference will shortly be held to discuss the new Code, and it is most desirable that in the interests of schools which have no endowment, and no voluntary staff to fall back upon, representatives of the managers of such schools in these Provinces should have an opportunity of pressing the claims of their institution.

II. British and Foreign.

The Practical Teacher.

The Practical Teacher naturally gives a good deal of space to the meetings of the British Association at Southport. The usual features of the magazine are as good as ever, and it is difficult to overpraise the value of them to the wide constituency which the paper appeals to and reaches. Imitation is the sincerest flattery and we notice that our own Bombay contemporary has not only instituted a French Prize competition but has even selected the same passage as is given in *The Practical Teacher* for October. We hope we shall not be considered intrusive if we quote from the English paper an instruction omitted in the Indian one, to wit, that the phrase *Sursum Corda* should not be translated.

The Journal of Education.

That the strength of the Passive Resistance movement has been underestimated is the sorrowful confession of the first "Occasional Note" in the *Journal of Education*—that the question will be one of the most prominent at the impending General Election is another conclusion at which our contemporary arrives. It has also a compliment for the bright but solitary instance of the Church Day Schools at Dover, where there is one Nonconformist teacher on the staff for every department. Sir Norman Lockyer's demand for eight new universities provokes the inquiry whence are the students coming to fill them? "Young men will not be attracted by a university education that leads to nowhere in particular... Before the manufacturer or the banker is to fill up vacancies in his staff with graduates he must be convinced that the knowledge acquired at the university can be directly applied to business life... University education is not sufficiently in touch with modern conditions of life. When it is will be the time to claim that every man who is to get his living by the use of his brains shall have a university education." Apropos of the success of the holiday school experiment, another "Note" suggests seriously that educational authorities in large towns might benefit the children greatly by augmenting their staffs to such an extent as would enable them to keep the schools open all the year round.

Prof. M. E. Sadler has a paper in the *Journal of Education* on "Emerson's Influence in Education." It was felt this side of the Atlantic first, he says, in the years preceding the great Act of 1870, when the example and experience of New England stimulated our educational reformers. The second wave of Emersonian influence is breaking over us now: the "elective system of studies," as the Americans call it, it is the practical outcome of Emerson's teaching. "This characteristically American theory of school curricula," says Dr. Sadler, "is beginning to prevail in Europe as well... It takes as the unit of organisation a particular study like Latin or Algebra, instead of a traditional combination of studies. It aims at offering such a variety of possible groups of subjects of instruction as to meet the different intellectual needs of different types of ability, not less than the different practical requirements of different callings." The system has its defects as well as its merits, but while Dr. Sadler acts the candid critic he also expresses the opinion that the hour has struck for change in our English system.

"Small Latin and Less Greek" is an attack on the literary side of our secondary schools, and is inspired by Mr. J. W. Headlam's recently published report. The heading is rather misleading, for the writer, while welcoming the swelling outcry against the tyranny of science in the schools, takes his stand with Dr. Weldon and Mr. Eve in asserting that a sound linguistic and literary training can be based on the English, French, and German languages, if these are properly taught—and he proceeds to consider Mr. Headlam's report from the point of view of the teaching of French and English only. The quotations from Mr. Headlam are very effective, e.g. "In a very large number of schools the teaching [of English subjects] has not reached the stage at which criticism begins to be useful or possible. The very elements of good work are absent." And so on. The handling of the History papers of the Central Welsh Board, by Mr. A. J. Perman, which follows, is serious and suggestive. He makes out his case, provided it be allowed that with young children the "tendency" and "reason" type of questions can be overdone. Such questions indeed admit of "cram" hardly less than do those dealing with facts and dates.

The Educational Times.

The *Educational Times* leading article is an appreciation of the British Association Proceedings in school matters. The same subject runs over into the "Notes," the great geography teaching question being discussed as follows: "Mr. Mackinder's scheme was somewhat magnificent. He would have a school re-distributed for geography, as it is for mathematics, and taught throughout by the same master, a geographical specialist. It was pointed out by other speakers that this ideal is unattainable in most schools. Probably the easiest approximation to it that could be realised is to place a specialist in command of the geographical teaching, and to allow him to give occasional guiding lectures to each form or group of forms. Mr. Mackinder's syllabus

was very suggestive, formulating as it did an orderly sequence of the elementary sciences ancillary to geography. First comes the geography of the home, combined with a few notions of simple astronomy and the use of a blank globe. Next the home area, as, for example, for Londoners the Thames basin and the Weald, for Manchester or Leeds Lancashire and Yorkshire. With this he would combine some elementary geology. This is to be followed by the study of the home country, with some ideas of the meteorology and contrasts of climate. Then the home country area, i.e., Europe and the Mediterranean, with economic and historical illustrations. Lastly, the world, in connexion with which more advanced astronomy, climatology, and the distribution of plants would find a place." The other contents of the *Educational Times* include a full report of a College of Preceptors' address on "The Living Teaching of Living Languages" by Mr. S. Barlet.

The School World.

The coping stone to the reform in elementary geometrical teaching has been put by the recognition of the new method in pass examinations at Oxford and Cambridge, says a writer on the subject in the *School World*, for while it was only the "locals" that insisted on the new methods, the old might have persisted for the coming undergraduate. "Formal demonstrative geometry, with preliminary and concurrent work in practical geometry" is, however, now universally recognised as the only fashionable wear. Its heresies include a contempt for the *pons asinorum*. "Sound ideas of the nature of geometrical deduction" (writes Mr. Langley) "and ability to perform it, are much more likely to arise from a rapid course through the essential theorems of Book I., followed by a close and more careful one, than by tedious and deadening iteration of propositions 4 and 5." Parents will be pleased to have Mr. Langley's opinion that any good edition of Euclid's Elements may, "with judicious excisions and additions," be used as a text-book for the courses now laid down by the Universities.

An interesting exposition of the principles of Munhausser's and Jacotot's system of teaching writing forms part of the second instalment of "Copy-Books and Penmanship in the School," by Mr. J. W. Jarvis. We note that rigid insistence on a particular method of holding the pen—prevalent in elementary schools—is not considered of importance by the writer. How to make the best of two hours a week allowed for science teaching is the subject of another *School World* article, by the Rev. A. H. Fish. His aims are reasonable, and the syllabus which he supplies should prove helpful to other teachers similarly placed. From a descriptive article, "Irish Educational Associations," we learn that the Irish assistants are at least well supplied in this matter, and that the schoolmistresses have the most energetic and efficient association.

That gymnastic teaching among women in England is better than in Germany is the lesson to be learnt from an article on "Women Gymnasts at the Nurnburg Gymnastic Festival, 1903"; but "on

the other hand the German men set the English an example in their keenness for gymnastics, for in Germany nearly all the men and boys go to a gymnasium, no matter what their station in life. Another thing, would 100,000 people collect in England to see a gymnastic festival? The article concludes by pointing out the present great demand for trained women teachers of gymnastics. During her period of training the student has to work through a wide but attractive curriculum—gymnastics on German, Swedish, and English systems, physiology, hygiene, anatomy, massage and medical gymnastics, fencing, dancing, singing, voice production, elocution, hockey, tennis, cricket, and swimming.

The Oxford Local Examiners' Reports for 1903 supply the *School World* with a useful three columns of "don'ts" for schoolmasters. It is encouraging to find that the reforms in the geometrical syllabus are apparently bearing fruit: "under the new regulations there has been a greater display of intelligence in the answers to the pass geometry paper." Teachers may also find the following warning useful. "Two dangers beset candidates in the present transitional stage of geometrical teaching:—(1) many candidates in the course of proving a proposition A wrote the result of another proposition B, which can only be proved by assuming the truth of proposition A; (2) in the problem of construction, proof of the validity of the construction was often omitted.

The Educational Review (New York).

Mr. W. H. Burnham sets forth in the *New York Educational Review* for October his idea of how education should be treated as a university subject. We quote his summing up: "To make a university department of education what it should be, the whole field of education should be covered by lectures as far as possible, and research should be extended to the multitude of subjects that offer opportunity for study. There should be laboratories for school anthropometry and school hygiene, an educational museum and a pedagogical library, like those of the *Musei Pédagogique* in Paris, and model schools for the objectification of ideals under the direction of competent teachers, who should safeguard the interests of the pupils instructed, but offer to university students opportunities for observation and in some cases for practice in school work. For such a department, of course, a large number of lecturers and instructors is needed; as long as one man tries to cover the vast field outlined above, the university in the future, as in the past, is likely to look somewhat askance at the chair of education as representing either a worn-out philosophy or a science lacking sufficient body to justify its academic existence, or, on the other hand, if it tries to be practical, it is again denounced as unacademic." Another article of interest in this number of the *Educational Review* is that on the Mosely Education Commission from an American point of view.

Reviews and Notices.

English Men of Letters: Crabbe, BY ALFRED AINGER.
Macmillan and Co., pp. viii, 210. Price 2s.

It will soon be a hundred and fifty years since Crabbe was born, and there is beginning to be some talk of a celebration of the anniversary in the manner that has of late years become so popular. This circumstance renders additionally acceptable the appearance of this biography of a poet in whose work the last twenty or thirty years has witnessed a marked revival of interest. We may note in passing that this is the eighth volume of the new series and there is promise of something like another dozen volumes. No Briton with any interest in his country's literature can fail to survey the long list of writers included in this collection with a pardonable pride that it cannot be matched by any other nation.

Without going into the details of Crabbe's long earthly existence we may note that his works fall into two groups separated from each other by a long interval of time. But there is no hiatus in character between the two, nor, although the poet's life is cut into two almost equal portions by the French Revolution is it possible to detect any influence of that momentous event in his tranquil verse. This is the more curious inasmuch as his poetry is undoubtedly founded on one of the elements which made the Revolution possible, viz., a wide sympathy for the humbler classes of society. It is to the delineation of the life of the poor that Crabbe's poetic work is for the most part devoted; but this did not at all prevent Crabbe from being a strenuous opponent of the Revolution, or rather, perhaps, one to whom the Revolution said so little that he could assume no attitude towards it but that of a rigid and immovable hostility—for we hardly find anything in him like the passionate outburst of Burke. Thus Crabbe is—as few poets are, and especially as very few poets who live in a momentous epoch are—whole and of a piece from beginning to end. He has one code of morals, one code of literature, from first to last.

In morality his fundamental thought is the reverence for law, the resistance to passion, and the unhappiness which follows invariably from a lack of this reverence and this resistance. By countless illustrations he enforces these simple and familiar truths in his poems, as he no doubt often enforced them from his village pulpit. In the Revolution he, like Burke, saw merely defiance of law; and it is likely enough that the detection of the fundamental conservatism, as it

were, in Crabbe's verse, was among the reasons which attracted Burke to him at the outset.

In literature on the other hand, his rule and model is essentially Pope. He never deserts the rhymed couplet to which Pope had given universal currency, and which Crabbe continued to write in Pope's manner long after Wordsworth and Shelley and Keats had driven it from the field. It is to his fidelity to Pope's couplet that Crabbe mainly owes his nickname of 'Pope in worsted stockings.' It is not merely the use of the couplet but the Popean way of treating it, that is of moment; for Shelley himself in *Epipsychidion* and Browning much later in *Sordello* used it, but both in a very un-Popean manner, that is to say, not as an isolated pair of lines standing alone but as part of a paragraph, the sense not ending at the second line. With Crabbe the couplet is an isolated whole. On the other hand, the second part of the nickname refers to what was an unmistakable characteristic of Crabbe's writing, and one in which he deviates from Pope: the homeliness not only of topic but also of language which he observes, perhaps without studying it but certainly without trying to avoid it. There is no suggestion of what we now know as realism, the deliberate attempt to introduce the most drastic and colloquial phrases; it is merely that Crabbe does not in the least degree shrink from calling things by their proper names. And because of this he has a sincerity and a veracity which the school of Pope otherwise wholly lacked. Even in Goldsmith there is a large element of purely literary phraseology in which the obvious appearance of common things is disguised in a kind of artificial atmosphere of elegant words.

We have nothing but praise for the careful discrimination and genuine sympathy with which Canon Ainger, so well known for his earlier work in this series, on Charles Lamb, has written this biography. In the words of Sir Leslie Stephen, "with all its short-and long-comings, Crabbe's better work leaves its mark on the readers' mind and memory as only the work of genius can," and we are grateful for this fresh introduction to a poet whose work is a much needed influence, "at once of a bracing and a sobering kind" in these days of "art for art's sake."

A New Geometry for Schools, BY S. BOWARD, M.A.,
and J. M. CHILD, M.A. Macmillan & Co., pp.
xxvi, 514s. Price, 4s. 6d.

First Stage Practical Plane and Solid Geometry, BY
G. F. BURN, A.M., I.M.E. W. B. Oliver, pp. viii,
240. Price, 2s.

Practical Plane and Solid Geometry, BY I. H. MORRIS and JOSEPH HUBBARD. Longmans, Green & Co., pp. 254. Price, 2s. 6d.

The appearance of the first-named of the three books before us is a sign that Euclid is no longer to hold the field as a text-book of geometry. Is it too much, we wonder, to hope that besides ousting Euclid from the place it has held so long, books of the class to which the first-named of the three belongs may help to put an end to the publication of books of the class to which the other two belong. Messrs. Barnard and Child have in the preparation of their work kept in view the requirements not only of candidates for University examinations but also of students in technical colleges; and practical geometry as they treat it is a much more interesting and instructive study than it is as it has generally been treated by writers of text-books on the subject.

The works on practical geometry named at the beginning of this notice are very much on the usual lines, though, as each of them has been prepared in view of the requirements of the new syllabus of the Board of Education, they deal with certain subjects such as vectors and trigonometrical ratios which formerly did not find a place in books on practical geometry. Of the two books Mr. Burn's seems to us the better, but we do not find much to praise in either. Neither gives any evidence of real gifts of exposition, but in both there is a good deal of slipshod and stilted writing. In neither is the treatment of vectors very satisfactory. To speak of a vector as *acting* at a point or in a given direction as is done in both books, is a misuse of terms which can hardly but lead to confusion of thought.

Messrs. Barnard and Child's work is a very creditable attempt to treat the subject-matter of the first six books of Euclid in accordance with the recent Report of the Mathematical Association on the teaching of geometry, and the still more recent Report of the Syndicate appointed by the University of Cambridge to enquire into the changes, particularly those in geometry, desirable in the past examinations of the University. It is divided into three parts—a preliminary section on the fundamental concepts of geometry; a practical section containing practical constructions with complete proofs, and a theoretical section, containing the theorems enunciated in the Report of the Cambridge Syndicate together with a few additional theorems.

That geometry is likely to prove a more interesting study in the future than it has been in the past there cannot be any doubt. And there can hardly be any doubt that it will also prove to be a more

effective instrument of education than it has generally been hitherto. It will probably be sometime, however, before we get a text-book on the subject that is likely to become a classic. There are evidences in the work before us that the authors had not so fully thought out the subject when they began to write that they could fit everything exactly into its right place; and the literary aspects of the work have not been kept so prominently in view as they ought to have been. For one thing, the reader's attention is too frequently distracted by the transition from the personal to the impersonal form of statement, and from the first personal form to the second. But the combination of gifts required for the writing of a really first class elementary text-book is very hard to find; and Messrs. Barnard and Child's work is likely to hold its own with most works of its class.

From Messrs. Macmillan come four examples of the excellent work—to which we have often referred—that is being done by American students of the English Language and Literature. Mr. Francis Gummere's lengthy treatise on *The Beginnings of Poetry* (12s. 6d.) is a treasury of fact and suggestion; it deals less with such questions as the early forms of rhythm, the beginnings of national literatures, and the actual history of lyric, epic, and drama, than with the rise of poetry as a social institution. Unfortunately the copy before us is defective, form M being a hopeless and annoying mixture of pages. Mr. Felix Schelling of the University of Pennsylvania gives in *The English Chronicle Play* (8s. 6d.) what is by far the completest account known to us of the 'popular historical literature environing Shakespeare.' Mr. L. A. Sherman of the University of Nebraska under the rather curious and unpleasing title *What is Shakespeare?* contributes thoughtful and detailed studies of some of the great plays—*Cymbeline*, *The Winter's Tale*, *Romeo and Juliet*; other essays in the volume deal with 'The Dramatic art of *Macbeth*,' 'Shakespeare the Man,' 'The Groupings of the Plays,' and there are some well-chosen closing words on 'Personal study of the Plays.' Lastly, there is a remarkably vivid and informing series of studies dealing with *The Italian Renaissance in England* (6s.) by Mr. Lewis Einstein. This book bears the imprimatur of the Columbia University Press and is a triumph of typography and binding. Several fine portraits serve to enhance the many attractions of this book. It is surprising how little attention most of our histories of English Literature give to the influence exerted upon it by the great continental movements. There is hardly a book of the Elizabethan age that has not its *fons et origo* in one

or other of the many aspects of the Renaissance. A work like Mr. Einstein's is of the utmost value in directing our attention to those correlations of literature with life that are far too frequently overlooked.

There are many editions of Kalidasa's great masterpiece *The Sakuntala*, but Mr. R. Vasudeva Row is, we believe, the first to throw the ever lovely story into the form of an idyll. He has met with considerable success both in his treatment of the material and in his handling of the verse form. We trust that the appreciation shown to this volume will be such as to encourage him to persevere with the projected series ("Idylls of Ancient India"). The printing and binding are the work of the Addison Press and are of a much higher order than the general run of Indian publications. Mr. G. A. Natesan issues the book at one rupee.

From the same enterprising publisher comes another book—considerably inferior in appearance but containing material of the highest value. *Agricultural and Industrial Problems in India* is a collection of papers by Mr. Alfred Chatterton which have from time to time appeared in various journals. Although they are thus already more or less known to the public it is a distinct advantage to have them thus permanently brought together. No one is more competent to speak on the questions here discussed than Mr. Chatterton, who has done so much both to conserve our old industries and to initiate new ones. A just tribute is paid to Mr. Andrew's work at Melrosapuram, and it is hoped that Government will be able to take that initiative in the way of further and more extensive experiment which will in all probability lead to the best possible results. The price of the book is Rs. 2.

We are unable to say whether M. W. Jennings is man or woman, but the *Rules on English Prose Composition with 100 Exercises for Hindustani Students* which is issued by Longmans (Rs. 2 as 8) as the work of the thus named author strikes us as being an extremely able piece of work, and fitted to serve not only for class use but as a book of reference. We have ourselves found it of very much help from another point of view—that of the Englishman who is learning Hindustani. One interesting feature of the exercises is the use made in several of them of His Excellency the Viceroy's Convocation Addresses at Calcutta.

Mr. Alfred W. Pollard's long expected edition of *The Knight's Tale* (Macmillan, 2s. 6d.) comes too late for class use in connexion with the impending Madras B.A. Examination, but it will nevertheless

be of the utmost service to candidates who are revising this portion of their work. The little book is uniform with its editor's edition of *The Prologue* which we noticed a few months ago, and is marked by the same high degree of scholarship and lucidity. In the Introduction and Notes Mr. Pollard has endeavoured to illustrate Chaucer's methods as a story teller at a particularly interesting stage of his career and in doing so he shows in detail the degree in which the English poet was indebted to Boccaccio's *Teseide*.

We would especially call attention to an edition of *The Parlement of Foules* (prescribed for the Madras B.A., 1905) issued by Messrs. Ginn & Co., the famous Boston publishers, who have now a large and increasing business in London. It is the work of that prince of Chaucerian Scholars, Professor Lounsbury of Yale. The book appears to us, after careful scrutiny, to be in every way suitable for use by Indian students. The Introduction, the Notes, and the Glossary, are alike praiseworthy. The price is 2s. 6d.

We have also received:

From Messrs. Macmillan & Co.—

Selections from Tibullus (and others) edited by J. P. Postgate, Litt.D. Price 5s.

Rübezahl by Ferd. Goebel, Edited by D. B. Hurley (Siepmann's German Series). Price 2s.

The Heart of Rome, by F. M. Crawford.

The Children who Ran Away, by Evelyn Sharp.

Macmillan's Colonial Library, each Re. 1 As. 12.

The King Primer (see our May number). Price As. 4.

Lectures on Classical subjects by W. R. Hardie (Edinburgh). Price 7s.

Outlines of Psychology by Josiah Royce. Price 4s. 6d.

From Longmans, Green & Co.—

The Church Catechism (Oxford Library of Practical Theology) by Canon Newbolt. Price 5s.

Indian Educational Notes.

MADRAS.

PUNJIT V. Swaminatha Iyer, the well-known editor of many Tamil Classics, has been transferred from the Government College, Kumbakonam, to the Presidency College to fill the vacancy caused by the death of Pundit P. M. Srinivasa Chariar.

A CORRESPONDENT writes:—I regret to announce the death of Mr. P. Venkatappiah of the Coimbatore College, at the age of 56, on Tuesday, the 29th Sept.

at Atmakur. He had served the Coimbatore College for the last 38 years. Recently he had an attack of asthma, which compelled him to take furlough and go to Atmakur for treatment, where he died.

RECENTLY before a large gathering of teachers and students a farewell Address was presented to Mr. J. Ashirvatham David, B.A., by past and present pupils of Pachaiyappa's High School. Rao Bahadur C. Jumbulinga Moodelliar, C.I.E., who was in the chair, in his opening remarks said that he was pleased to take a part in the proceedings. He said he had known Mr. David for over 20 years, and though he had not come under the influence of Mr. David's teaching, he had come under the influence of his friendship, and he was sorry to hear that Mr. David was to give up a profession in which he was always so successful. The Address having been presented, Mr. David made a short speech acknowledging the presentation. In his concluding remarks the Chairman pointed out the ancient Hindu ideal of the teacher and the taught—the guru and his shishya—namely a spirit of reverence and love which characterised the pupil, and he exhorted the young men to develop these feelings.

At the instance of the Director of Public Instruction, the Madras Government have exempted the clerks employed in Colleges on salaries of Rs. 50 and upwards from passing the Sub-Assistant Inspector's Test, which has been prescribed for clerkships in the educational department. The Director's reason for making the suggestion was that clerks employed in Colleges did not require for the efficient performance of their duties a knowledge of the three Educational Codes prescribed for the Sub-Assistant's Test, as these Codes did not apply to institutions of the Collegiate grade. Professional Colleges, such as College of Engineering, the Law College, the Medical College, and the College of Agriculture have each their special rules, while Arts Colleges and the Teachers' College come under the operation of only a few of the regulations contained in the educational rules. A knowledge of the rules is indispensable only to those clerks who are employed in the administrative branch of the department.

A CORRESPONDENT writes:—The ceremony of unveiling the portraits of Mr. J. Appa Rao, a patron, and of the late Mr. K. Venkayya, a member of the Sanskrit School Committee, Guntur, the presentation of a Gold Medal to Mr. A. Ram Mohun Roy, a promising artist, and the distribution of prizes to the pupils of the Town High School, Guntur, were all celebrated at one and the same time, in the school premises on Thursday, the 8th October, with Mr. N. Somayajulu Sastry, B.A., District Munsiff, in the chair. The proceedings commenced with the unveiling of the portraits and the presentation of the medal. Mr. H. K. Krishna Iyer, the Headmaster, read an interesting Report which showed that the institution had recovered its lost ground and that the school made all round progress during the year

under report, and urged the necessity for a hostel. The prizes were then distributed. Mr. L. C. Williams Pillay, Inspector of Schools, Northern Circle, referred to the keen interest evinced by Mr. J. Appa Rao, in the school ever since its foundation; to the munificent endowment of Mr. K. Venkayya Garu, and to the fine paintings of Mr. A. Ram Mohun Roy. In conclusion he congratulated the school staff and the pupils on the success they had achieved.

SOME very successful Inter-school Sports were held on October 31 on the Fort maidan at Palghat, open to all the High Schools in the taluq. Four schools entered competitors, the Rajah's High School at Kollengode, the Alathur High School, the Native High School, Palghat, and the Victoria College (fourth, fifth and sixth forms). The boys were distinguishing badges of pink, yellow, red and violet, and the greatest enthusiasm prevailed throughout. The races were well contested, and there was a very large concourse of spectators.

The distribution of prizes by Mrs. Dupen brought the proceedings to a close. The special prize for the best athlete, a copy of "Athletics" (Badminton Library), was awarded to A. S. Krishna Iyer. It is hoped that these Inter-school Sports, so successfully inaugurated by Mr. Barlow, will become an annual fixture.

A CORRESPONDENT writes:—The usual monthly Meeting of the Madras Primary Teachers' Association was held on Saturday the 24th October in the Tondamandalam High School. There were present nearly 150 teachers, among whom were a few Hindu lady-teachers. This was the first time that native school-mistresses were present at a gathering of schoolmasters. The chair was taken by Miss H. W. Bernard, Acting Inspectress of Girls' Schools, Central Circle. The lecturer, Mr. S. Lakshmana Iyer, an Assistant in the Teachers' College, spoke in Tamil on the subject of "Object Lesson Teaching." Miss H. W. Bernard commended the idea of delivering the lecture in Tamil, as most of the members present were thus able to follow the lecturer with ease. She complimented the lecturer for his interesting and instructive lecture. She also made observations on some of the chief mistakes teachers fall into while giving object lessons. The next meeting will be held in the Black Town High School, Popham's Broadway, on the 21st November when Mrs. A. N. Courtright, of the Adyar Theosophical School, will deliver the first of a series of lectures on the "Kindergarten System of Teaching." Mr. A. Mayhew, M.A., Inspector of Schools, will preside.

We have received an appeal which is being circulated in connection with the first Northern Circars Educational Conference and the seventh Godavery District Teachers' Conference to be held in Cocanada in January next year. It states that with a view to encourage the improvement of the system of Primary Education, Conferences are being held in the Godavery District year after year and

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All contributions, books for review, &c., should be addressed to the Editor, Triplicane. 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 Publishers request that Subscribers to the EDUCATIONAL REVIEW who do not receive the REVIEW regularly will kindly bring the fact to their notice.

The Educational Review.

When Dr. Bourne left England some two months before the expiration of his furlough he could not have been aware of the destiny that was awaiting him in Madras. Mr. Stuart's illness prevented him from sitting as an additional member on the

Supreme Legislative Council and that duty and privilege naturally devolved on Mr. Bolderbeck. We presume that in these circumstances Dr. Bourne was recalled, and now the Government has chosen him to succeed Mr. Stuart whose untimely death happened in the interim. We are glad that the post has been retained within the educational service; it is only fitting that in this department as in others men should have a chance of the 'plums.' There are of course seniors to Dr. Bourne and one at least of them has even held the acting appointment of Director of Public Instruction. But Dr. Bourne is, unlike these, still many years distant from the retiring age, and this fact, no less than his high qualifications, must have weighed with the Government. If we have any regret it is that the lecture room and the laboratory will know him no more. There is always something incongruous (at least, on the surface) about the appointment of a distinguished scholar to an administrative post, but the example of Sir Arthur Rücker, the Princi-

THE CHAIRMAN'S SPEECH.

Mr. N. Subramaniam, who was asked by Mr. W. B. Morrey to take the chair, said it gave him very great pleasure to do so. Everything connected with the building was so beautiful, the rooms so airy and well built, that he wished he were young again and had the opportunity of studying at the Christian College, and residing at the Caithness Hall. It gave one great satisfaction to see that Madras was going ahead in the matter of education, and that Dr. Miller had been the real founder of the hostel system. Although he had begun it in a quiet and unostentatious way, his example had been followed by others, not only in the city of Madras but in the mofussil. Dr. Miller had the foresight to see the advantages of a residential system and gave the benefits of it to students of his College by establishing hostels suited to the requirements of the Hindu community. He had already established homes for Brahmins and Native Christians, and the present one was opened for the non-Brahmin Hindus. He then called upon the members to present their Addresses.

The past members presented an Address expressing their grateful appreciation of the opening of the Caithness Hall, the latest product of Dr. Miller's unbounded generosity. The present occupants of the building also read a long Address on similar lines. One of the junior students of the College read a Telugu poem in which Dr. Miller's praises were sung and blessings invoked upon the building. The past members of the Home presented some books to the Hostel Library.

DR. MILLER'S SPEECH.

The Rev. Dr. Miller, who was received with enthusiastic cheers, made a joint reply to both the Addresses. He was thankful that they had testified to the benefits to them of that institution, even when it had been perhaps less grandly housed and less large in its accommodation than at present. He was glad to know that they appreciated its value and expressed it in a spirit of heartfelt thanks. In making the design for that building—which they must all agree that Mr. Hamilton had carried out very well—in making that design, he (Dr. Miller) had the benefit of previous experience and had fully taken advantage of all the previously discovered faults and failures in the Homes erected at previous periods. Although the design was not everything that could have been desired, he thought the members of the Caithness Hall had the best accommodation and the most convenient rooms of all the hostels connected with the College. The very fact of their having got it last had enabled them to get the best. If he had time and strength, he hoped to do something in the direction of effecting improvements in the other hostels which experience suggested to him. He only trusted that their expectations might be fulfilled and that the building would inspire them with all the lofty ideas and magnificent thoughts about which they spoke in their Addresses. Certainly the view from the top was inspiring and he was very glad that they should have opportunities for

getting a good view and fresh air on the roof of the building. Both the Addresses spoke of benefits of a higher kind than those connected with material erections which homes like that were fitted to afford. He entirely agreed with what had been said on that point. He thought that it was well that the hostel system had been so well planted as it had been, at all events in Southern India, and he was glad that he had been privileged to lead the way in that movement. He thought that few things were calculated to do more lasting good to the students of each successive generation, and, through them, to the country at large, than well-conducted hostels. He thought that it was but the day of small things yet. There had been developments in his own time, in the 20 years since the first attempt in that direction had been made, and he hoped that those of them who were young would live to see far greater advances and a far more complete realisation of the idea of hostels. But for the progress that had been made so far, they had much reason to be thankful. It had been with considerable hesitation that 20 years ago, he had begun to be the pioneer of that movement. He was well aware then, as he was still, of the difficulties and dangers connected with it. It must not be supposed that the mere erection of a fine hostel, large or small, was the solution of all difficulties which such hostels might be the means of solving. A great deal more was needed—progress and co-operation on the part of students and professors and members and managers and everybody connected with them. But when he looked back upon the special difficulties, which he had had to encounter some 20 years ago and saw the extent to which they had already been overcome, he was thankful and hopeful that, in connection with this and other Colleges and amongst all the students of Southern India, the hostels would do a vast deal of good. There could be no doubt that in many respects that the life of those who were members of hostels now had been invigorated and improved, compared with what it had been in the early days of the University some 40 years ago. He did not attempt to state that it had been all improvement. If that were the appropriate place and time, he could point out a variety of ways in which the students of the present day were distinctly inferior to the students of 35 years ago. To give but one instance, there was much less real use of the library and the consulting room now than there had been 23 years ago. But on the other hand, there undoubtedly was development in other directions. There was much more corporate life and friendly union now, much more benefit to students by rubbing their minds together and polishing each other thereby and inspiring each other by thoughts and language, than there had been in his earlier experience. There had been progress and great progress, but he did not ascribe all that exclusively to hostels. There were many other things besides. There had been Debating Societies fitted to be most important and useful in that direction. There was the discipline of football and cricket and other athletic sports, all of which had contributed, as well as hostels, to

the great change for the better that had taken place. That evening, however, their thoughts were directed specially to hostels which had contributed their own share to the development which had certainly taken place. They should take things as they came and meet difficulties as they arose with cheerful courage and hopefulness. That was the way to ensure progress. He hoped that, more and more, those who had to take the lead in educational affairs and with everything connected with instruction and the moulding of the character of the rising generation, would keep a cheerful heart and remember that the discipline which was needed in this world, was not of continuous steady growth. There were ups and downs; there ought to be and it was good for them that there should be. Progress was always like the sinking and rising of the waves, not a continuous uprising, but one succeeding another. Let those who came after the generation now passing away, meet each difficulty as it arose and keep their minds open to bring in reforms which were constantly coming up for consideration.

With regard to the hostel system, he said that, so far as he was aware, in none of the many hostels that had arisen around them in Madras and in other places in the Presidency, except in their own, did the members take part in the management. He was not aware that anywhere else than in the hostels attached to the Christian College were there Secretaries, Librarians, members of the Committees and officials of sorts amongst the actual members. It was quite natural, however, that it should be so in their hostels, as they had the experience of 20 years to guide them. He hoped that the same course would hereafter be adopted in all such institutions, for it was there that perhaps the very greatest benefits came to them who were members of the institution. In the degree in which they had the opportunity of having self-government, of having to meet and to work with others, to subordinate their own ideas for the common good, in that respect they of the Christian College stood alone. This should be an inducement for them to see that there was wisdom and self-sacrifice and prudence, the absence of officiousness and self-conceit in all that they did in the self-government and management of their hostels.

The proceedings terminated with a vote of thanks to the Chairman and to the guests.

MOULVI GHULAM MUHAMMAD SAHER of Simla, the travelling lecturer of the Nudwatul Ulama, delivered a lecture at the Wesley College Hall, at the instance of the younger brother of the Prince of Arcot and other students of the College, the subject being "Old and Modern Education." The spacious hall was crammed and the audience included people of all grades of respectable Mahomedan society. The lecture was as interesting as instructive.

In the course of a comparison and contrast the lecturer described how a savage nation (the Arabs) was transformed by the effects of education into a refined one, how the force of circumstances led to the

immense strides with which its progress was marked, how the impetuous avalanche of Greek philosophy was first opposed and then adopted to be perfected, how by their researches and progress the Mahomedans had placed other nations under a debt of gratitude which is not to this day forgotten, and how the historical Mahomedan Universities had won a large which European Universities of the present day might well envy. He then pathetically described the educational deterioration, how the significance of altered circumstances from time to time was not grasped, how the fatal belief that there were no more unexplored regions of knowledge in the world was obstinately clung to, despite the contravention of such a view to the inculcations of the sacred Koran, which teaches that the domain of knowledge is illimitable, how when the above view proved a myth, the tide of the study of new branches of knowledge or sciences was opposed on the fallacious ground that their teachings would be detrimental to the tenets of Islam, how the Ulemas have failed in their paramount duty to have accepted the advantage of new discoveries and withal made their own defences impregnable by more modern means.

Criticising the system of education followed in Arabic schools, the lecturer asked his hearers whether they should not blush at the irrefutable fact that a Moulvi who has devoted a lifetime to his Arabic text-books is unable to discourse orally in Arabic on a subject of his own proficiency, much more on a general topic, while a lad of an English school still in his teens can speak in English for hours on a given subject with as much ease as if it was his mother-tongue. If this result is not due to the defective system of education in Arabic schools to what else can it be? The advantages of English education were then dwelt upon. It was explained how politically, economically, socially, commercially, and educationally it was a *sine qua non*. Without its medium the sound principles on which the constitution of British Government is based or the privileges which the British subjects enjoy would be to them a sealed book, the cultivation of arts and industries of the present day would be an idle dream; the secret of the scientific progress and commercial advancement of America at one end and Japan at another end of the world would be unknown; zoology, biology, mineralogy and what not would be beyond their reach. The lecturer withal cautioned his juvenile audience to build the fabric of their English education on the solid basis of religious learning, without which their morals could not be perfect or refined.

In conclusion the lecturer made a thrilling appeal to the community to cast off all deep-rooted unjustifiable prejudices, to remember that they were once the pioneers of arts and education, that they were once the benefactors of the whole of mankind, that they have now become the debtors to others in this respect, that it would be a lasting shame if they did not struggle hard to repay their debt, that it was not too late to reform their system of education according to modern needs, that they could well learn valuable lessons from European nations, that prudence and

foresight consist not in imitating their dress, or their mode of eating or living, but profiting from those traits of their character which would rehabilitate the Mahomedans—their dogged perseverance, their insatiable thirst after knowledge, their enormous sacrifices in the cause of scientific progress, their desire to benefit mankind, and their grand and glorious aim of national advancement.

The Chairman, Mr. Rafeeuddin Ahmed, Barrister-at-law, made a few remarks in which he complimented the lecturer on his eloquent and impressive lecture. Muhammad Anwar Khan Bahadur, brother of the Prince of Arcot, then thanked the President for presiding and the learned Moulvi for the lecture which had moved the hearts of his hearers; and, lastly, the Principal of the College for the use of the Hall.

MYSORE AND TRAVANCORE.

THERE was a distribution of prizes at the London Mission High School on the 9th October, at Bangalore, at which for the last time the British Resident presided. The Rev. E. P. Rice, the Principal, read the report, according to which there has been no distribution of prizes during the last five years from various causes, the chief of which were the plague and finance. On September 20th of 1898, the school had celebrated its Jubilee. The highest number the school attained before the plague was 788, and since that the highest number was 509, with an attendance of 460. The income from fees during 1902 was Rs. 5,021; Government Grant, Rs. 2,400; and from the Society and other sources, Rs. 6,000. Nearly one-half of the pupils are Brahmans 32 Native Christians, 14 Mahomedans, and the rest caste Hindus. Besides the Principal there are 14 teachers and 6 pundits, three of the former are graduates of the Madras University. At the last Matriculation examination, out of 34 who appeared 16 passed, all in the second class, which is 47 per cent. As the result for the whole of South India is 31.7 per cent. and Madras city 35.6, this percentage was satisfactory. Sir Donald Robertson in his speech remarked that some of the best Mysore officials were trained in this High School mentioning the names of a few, and concluded by saying that though absent his interest in the school would not cease. Long continued cheers followed the speech. Messrs. Slater and Ramachandra Rao, the Headmaster, jointly thanked the British Resident for his kindness in presiding and for his kind words.

THE new Technical Institute at Nagercoil has just received from the Government very handsome building and maintenance grants, and bids fair to become a most useful institution. It was begun and is being managed by a local Committee composed almost entirely of native gentlemen, chief among whom is Mr. P. Ramaswami Aiyar, B.A., Inspector of Schools for the Southern range. The school has been very popular from the first and its classes are now crowded with students, and much

difficulty is found in accommodating the classes already formed. Instruction is given in carpentry, blacksmithery and weaving, as well as the more clerical arts of surveying, book-keeping and draughtsmanship. It is to be hoped that the success of the Institute may lead to similar efforts on behalf of technical instruction being made in other parts of the State.

On October 14th, speaking in the Church of England Zenana Mission Girls' School on the occasion of its prize distribution, the British Resident, Mr. G. T. Mackenzie, made the following interesting remarks:—

In this unique school, in this curiosity among schools, in the school taught by Missionaries in the very palace of His Highness the Maharajah, it is easy for a speaker to dwell upon some one of the picturesque aspects of this school, and I remember that standing here in previous years I have depicted this school as a monument of the enlightened ideas of that great Dewan, Sir Madhava Rao, as a continuous proof of the wide tolerance of the Rulers of Travancore, and as a patent testimonial of the marvellous tact of Miss Blandford, who for nearly 40 years has supervised this school in this palace without the slightest friction. I have spoken also of the important example which this school at its commencement gave, leading the way in female education in this State where prevails the custom of inheritance of property through a mother and not through a father. This year, as I listened to the Report which was read to us, another aspect of this school occurred to me and that is that this school is a good example of the way in which Missionaries in India work on without any worldly consolations and in spite of many obstacles. What is the prominent feature of the Report which we have heard read? It is the apathy of the parents of the children who at intervals attend this school. The percentage of attendance in the previous year was 70, that is to say, the parents sent their children to school two days in three and let them stay at home every third day. We are told that this year an improvement has been obtained, not by securing a more regular attendance from the bulk of the children but by dismissing some of the worst cases, and that by this means the percentage of attendance has been raised from 70 to 73. That is a step in the right direction, but 73 is not a satisfactory figure. Any Inspector of Schools would tell us that it ought to be 93.

Another point which attracts attention in this Report, a point which appears in many girls' schools, is the early age at which Brahmin girls are withdrawn from school. In a boys' school the Brahmin boys carry off most of the prizes and rapidly go up from class to class, and I suppose their sisters would probably do the same in girls' schools if they had the chance. But Brahmin girls are found only in the elementary classes. The Report tells us that there is one exception, a Brahmin girl whose people have permitted her to remain in this school so long that she has reached the first or lowest form. Sudra girls go

on to the higher forms, but Brahmin girls are withdrawn while they are yet children, and the teachers feel that they are denied the opportunity of influencing the most intellectual portion of the Hindu community. These facts cannot be ignored. They show that this school, notwithstanding the money spent upon it, notwithstanding the favour and patronage of His Highness, notwithstanding the devoted labour for so many years of the ladies of the Church of England Zenana Mission, falls short of the success which it might accomplish, and falls short because of the apathy of the parents who might send their children to this school and do not send them. Notwithstanding these hindrances, the ladies continue their good work and their perseverance compels our respect and sympathy.

We regret to have to state that Mr. Lepper, History Professor in the Trevandrum Royal College, has been invalided home, owing to nervous prostration. Mr. Lepper has been granted one year's furlough.

BOMBAY.

OFFICIAL NOTIFICATIONS.

Mr. F. B. P. Lory, M.A., (Oxon), is appointed Assistant to the Director of Public Instruction, but continues to act as Educational Inspector, Northern Division, pending further orders.

Mr. P. Hide, M.A., (Oxon), has been appointed Head Master, Poona High School, continuing to act as Principal, Elphinstone High School, Bombay, pending relief by Mr. M. Hesketh, M.A.

Mr. P. Wren, M.A. (Oxon), is appointed Head Master, Karachi High School.

HIS HIGHNESS the Gaekwar of Baroda visited the Blind School and was much pleased with the work done there. His Highness was particularly impressed with the ability shown by a young lad of 14, who composes extempore lines in verses on any subject given to him, and has kindly given Rs. 120 for a scholarship of Rs. 5 per month to be given to the boy poet tenable for 2 years, as also Rs. 15 for distributing sweets among the students.

THE Sir George LeGrand Jacob Prize, consisting of books of the value of Rs. 262-8-0, has been awarded by the Bombay University authorities to Jehangir Bahamsha Vakil, of Elphinstone College, for a competitive Essay on "The Commerce of India as affected by British Rule." The Homjee Cursetjee Dady Prize, consisting of books of the value of Rs. 320, has been awarded by the Bombay University authorities to Shripal Krishna Belvalkar, B.A., of Deccan College, for a competitive Essay on "The Characteristics of Good Poetry, illustrated by the relative merit you would assign to the Poetry of Wordsworth and Shelley."

HIS EXCELLENCY SIR JAMES MONTEATH, speaking at the Rajaram College, Kolhapur, congratulated His Highness the Maharajah on the progress of education in his State, and observed that he had examined with great interest the excellent work done at the Technical School, which he had just visited. The object of education should not be solely employment in the service of the State or British Government, but it should be recognised as a help in all careers. He said that the Bombay Government shared the view expressed by Mr. Lunak, that the College should be developed into a full-time one, and pointed out the advantage of having a fully-equipped College for the whole of the Southern Maharashtra country. This was only a suggestion for His Highness's earnest consideration, and the details would have to be worked out. He was pleased to hear of the institution of the Victoria Marathi Boarding Association and Brahmin Students' Lodge. He said that a College fails in one important respect which does not provide for the whole life of students while it is being supervised. He expressed pleasure at the great progress made with athletics since the early years of his service.

A CORRESPONDENT writes:—Mr. Hiralal, N.D., is a B.A., Deputy Educational Inspector, Surat, who retired from Government service from the 1st October, after a long career extending over a period of thirty-two and a half years as an Educational Officer, is a Bania by caste and a native of Surat. When English education was in its infancy and when the Banias particularly were very backward, Mr. Hiralal, after passing the Matriculation Examination from the Surat High School, entered the Elphinstone College. Difficulties, however, came in his way, and before he could complete his college career he was forced to take up an appointment in the Educational Department. He eventually succeeded in obtaining the degree of B.A., with Latin as his second language, and Mathematics and Political Economy, as the selected subject in 1874. As a student of the Elphinstone College he attracted the attention of his professors, particularly of Mr. K. M. Chatfield, late Director of Public Instruction, and of Mr. E. Giles, the present Director of Public Instruction, Bombay Presidency. His merits were soon recognised by them, and he was offered the Head Mastership of Junaghad High School. He next served as Head Master of the Nadiad High School for about three years, and soon after he was appointed Deputy Educational Inspector, Surat, which post he creditably filled for the last ten years, and from which he now honourably retires. The fact that primary education in the Surat District has made tangible progress of late is largely due to the administration of Mr. Hiralal. He was everywhere popular, took great interest in the meetings of Local Boards, and introduced various educational reforms. His retirement from Government service at a time when the revised standards are being introduced is considered a distinct loss by the people of the district. It is hoped

that though he has retired from Government service he will continue to take the same interest in educational matters.

We regret to announce the death of Mr. Temurus Dinshaw Anklesaria, an Oriental scholar, which took place on the 19th October. Mr. Anklesaria was about 63 years of age. He was born at Nowsari, but when he was in his boyhood he was sent by his parents to Deesa, where he studied the Persian language. The great Hindu reformer, the late Cursondas Mulji, who happened to pass through Deesa, became acquainted with young Anklesaria, and as he was much impressed with his scholarship in the Persian language, he recommended the student to be sent to Bombay for further education. He joined in Bombay the Sir Jamsetjee Parsee Benevolent Institution, and having successfully passed the Matriculation examination, entered the "Madrasa" or College, where he mastered some of the Oriental languages. He carefully studied the Pehelvi, Sanskrit and German languages, and had had such a brilliant academic career that besides being awarded a gold medal, he was able to secure the Lady Avanbai Fellowship for Sanskrit at the College. After he became a graduate, he studied some of the ancient Persian languages under Mr. K. R. Cama, who is considered to be the *doyen* of Oriental scholars in India, and published several works in the Pehelvi and Avasta languages in concert with his learned colleague, Dastur Sheriarji Dadabhai Bharucha, who was also at that time one of the disciples of Mr. Cama. Mr. Anklesaria was in constant communication in his younger days with Dr. West, Professor Eugene Wilhelm of the University of Jena, Professor Geldner of the University of Berlin, Professor Darmsteter, the great French Oriental scholar, and other savants of Europe and America who all thought highly of his ability and originality as an Oriental scholar. When about six or seven years ago, Professor Darmsteter visited Bombay, the latter received several lessons in the Pehelvi language from the deceased gentleman. He used to obtain from Persia manuscripts written in ancient languages, and attempted not only to decipher them, but to make original comments upon the same. He was one of the highest authorities on the Parsee religion, on which he had written several treatises. As a member of some of the religious Societies, he had done very useful work for his co-religionists. He always led the life of a student and seldom appeared in the public. He was a high Freemason. Mr. Anklesaria's death means a great loss to the Parsee community.

BENGAL AND BURMA.

OFFICIAL NOTIFICATIONS.

Babu Syama Das Mukerjee, M.A., is appointed to be a Professor in the Bethune College, vice Babu Aditya Kumar Chatterji, deceased, with effect from the 21st September, 1903.

Babu Bipin Behari Sen is appointed substantively *pro tempore* to class VIII of the Provincial Edu-

cational Service, in the resulting vacancy consequent on the retirement of Rai Radhanath Rai Bahadur, and to be a Professor in the Hooghly College.

Babu Rajani Ranjan Sen is appointed to be Law Lecturer in the Chittagong College, vice Babu Rames Chunder Sen Roy, resigned.

The services of Mr. W. W. Hornell, Inspector of European Schools, Bengal, are placed temporarily at the disposal of the Government of India, in the Home Department, with effect from the 21st October. Mr. H. E. Stapleton, Professor, Presidency College, is appointed to act as Inspector of European Schools, Bengal, during the absence, on deputation, of Mr. W. W. Hornell.

DR. BOOTH, Director of Public Instruction, Assam, is reported to be seriously ill with acute rheumatism, and for some days his condition gave occasion for anxiety. It is said that he first contracted the disease in Tezpur, where the Civil Surgeon advised him to postpone his tour and to return to Shillong. But Mr. Booth, evidently feeling better, did not care to stop.

THE buildings for the new Government Agricultural College and Institute at Pusa, Bengal, are to be commenced without delay. They are to be of considerable size, their total cost being from five to six lakhs of rupees.

It is stated that, on the retirement of Mr. John Vau Someren Pope, Director of Public Instruction, Burma, in April next, Mr. W. L. Rice, I.C.S., Officiating Deputy Commissioner, will be appointed Director of Public Instruction.

ONE result of the recent trouble in Rangoon over "Shiko" in Schools is that the members of the Chinese community have subscribed among themselves over three lakhs of rupees and have made the furniture for a school for their children. One of their large club houses has been allotted for the purpose. This institution will be wholly independent of the Government Schools, the money subscribed being for an endowment fund. Most of the Chinese boys have been withdrawn by their parents from the Government Schools and the rest will leave those institutions shortly. The Burmese community are also about to start their own private schools. The recent circulars of the Education Department, which were disapproved by the Lieutenant-Governor, have caused the widest dissatisfaction.

THOUGH representative scholars of the State do unusually well in the public examinations, the Director of Public Instruction is by no means satisfied with the condition of education in Jaipur. Indeed there is a wholesome tone of criticism about his annual report which can hardly fail to draw attention to defects, both in primary and secondary education. Though all schools in the State are theoretically under the Department of Education, in practice

many of them go uninspected, and no reliable statistics are available about these schools. But unfortunately there is no reason to doubt that in many of the Thikanas the condition of educational work is most unsatisfactory. There is room for a great extension of primary work, but no funds are available, and the Director recommends once again the adoption of a special rate on land to provide funds for elementary schools, as is done in the United Provinces.

A SCHEME is before the Bengal Government which, if approved, will ere long close the Victoria Training College for European and Eurasian teachers at Kurseong. This College was opened three years ago in connection with the Kurseong Boys' School—the only State institution in Bengal for the domiciled race—and from the very start it had been apprehended by the School authorities that such an institution would not attract male European and Eurasian teachers in any large number. The results of the experiment have shown that the schools intended for European and Eurasian boys have not much faith in a training College, as only one teacher has so far availed himself of the benefit of the institution. On the other hand, the College attracted female teachers, whose number up to date has not exceeded 30.

THE first Session of the normal agricultural class at the Nagpur School was attended by 52 schoolmasters, of whom 50 appeared at the examination and 43 passed. Later, the appearance of plague rather disorganised the class, which has not increased as quickly as was hoped, the standard, too, has been raised: hence the results do not make quite so good a show. In some inspections of village schools, masters were found who had received certificates and yet were incapable of teaching the agricultural lessons properly; hence the revision of the examination papers. Further improvements have been made in the Primary Schools of the Provinces in the direction of agricultural instruction. Efforts are now being made to teach the use of the village map and land records, the nature of the village soils, the elements of the law of landlord and tenant, the native system of accounts, etc.

UNITED PROVINCES AND PUNJAB.

A COMMITTEE is now sitting at Lahore to consider arrangements for the opening of a supplementary Reformatory School there. The members are the Commissioner and Deputy Commissioner, the Director of Public Instruction, the Inspector-General of Prisons, the Sanitary Commissioner, and the Executive Engineer.

THE Patiala Durbar is considering the question of re-modelling the educational system of the State so as to bring it into line with that in vogue in the British Districts of the Punjab. The advice of the Director of Public Instruction, Punjab, is being sought in the matter.

THE deputation of Muhammadan students from the Aligarh College which has been in Persia is now on its way back to India via Bushire. It was most cordially received in Shiraz, and the sons of six of the principal men of that place are accompanying it to complete their studies in India.

THE fifth anniversary of the Central Hindu College, Benares, was celebrated at Benares on the 21st October, Mr. E. Radice, Acting Commissioner of Benares, being in the Chair. The beautiful hall was gaily decorated, flower wreaths encircling the slender pillars, and it was filled to overflow with an interested audience.

The proceedings opened with a Sanskrit recitation, and Mr. Radice then expressed, in a few well-chosen words, his deep interest in the College and the pleasure he felt in presiding for the second time. He congratulated the College on its affiliation to the B.A. standard and wished it a long course of prosperity. He then called on Babu Bhagavan Das, the Honorary Secretary, to read the Report.

The Report showed the growing prosperity of the Institution; 332 boys were on the rolls, and the staff numbered 24 professors and teachers. The improvements in the curriculum, and the successful introduction of clay-modelling for the younger boys were described; the course of religious instruction was outlined, and the wide acceptance by other Schools and Colleges of the series of religious and moral text-books on Hinduism was noted. A scheme of national Hindu religious and moral education had thus been successfully inaugurated. The examination results were brilliant, except in English. Only 4 out of 42 failed in Mathematics, none out of 31 in Further Mathematics, 1 out of 11 in Logic, 2 out of 11 in Sanskrit, none out of 11 in History, none out of 31 in Physics, one out of 31 in Chemistry. The Boarding House was full, and further accommodation was urgently needed. The Library, Museum, Debating Clubs, etc., were all flourishing, and the record in games was most satisfactory. The Sanskrit Department, the Kanwar Pathshala, handed over to the College by the Maharaja of Kashmir, was improving and the opposition to the introduction of English as a second language was lessening. A free Boarding house for Pathshala students was being prepared. The cash receipts during the year amounted to Rs. 135,000; of this Rs. 51,000 had been invested and Rs. 23,000 spent in purchase of land and in building, some of the latter being done in the preceding year. The year closed with Rs. 1,89,000 in investments and Rs. 40,000 awaiting investment, excluding lands and buildings. A legacy of Rs. 50,000 and one of Rs. 1,000 had been notified, but not yet received. A leading Bombay merchant, Seth Dharamsey (Morarji) Goculdas, had collected Rs. 40,000, of which Rs. 20,000 were remitted in the year under report and Rs. 15,000 since. The affiliated Srinagar High School was doing admirably well under the care of Mr. Wilson sent there by the College, and had now 600 boys under tuition.

The Report, which will shortly be printed in *extenso*, was loudly applauded.

Various recitations and the distribution of a large number of prizes followed.

The Acting Principal, Mr. W. Collins, then addressed the Meeting and was followed by Mr. H. Banberry, the Headmaster.

The Meeting was closed by a speech from Mrs. Annie Besant who laid stress on the importance of the national movement they were leading in joining together Western culture and Hindu religion.

IN the course of his tour, His Highness the Gaekwar of Baroda visited the Dayanand School, Lahore, the College being closed for the vacation. Lajpatrai read an address of welcome on behalf of the managing committee of the College in which he eulogised the personal virtues of the Gaekwar, and said:—"We find embodied in you the Aryan qualities and virtues which it is the aim of the Samaj to nourish and develop in our race, which it is the object of this College to implant in the rising generation." He then mentioned the difficulties they met with in fulfilling the object but said that they derived fresh energy and courage from the contemplation of His Highness's example. The Maharaja being ill said only a few words in reply.

His Highness also visited the Islamia College. The *Pradhikandhi Sabha* of the Arya Samaj presented an address of welcome to him, at the Town Hall at nine in the morning. Representatives of the Samajes, in the Punjab, the *elite* of the Hindu and Mahomedan communities and a few Europeans were present. The hall was crowded. Enthusiasm prevailed. The Maharaja entered the hall amidst deafening cheers. The audience rose to their feet and heartily welcomed him. The proceedings began with the singing of *bhajan* suited to the occasion. Pundit Rambhadradas, pleader, President of the Sabha, read an address of welcome. The address mentioned the sphere of activity of the Arya Samaj and said that the Arya Samaj had established purity of worship, introduced caste by merit, reclamation of converts and elevation of lowcastes, encouraged female education, founded the *Gurukul* at Hurdwar for imparting education on ancient national lines, roused the people of India from lethargy, and expressed a genuine pleasure that His Highness took a lively interest in enforcing these reforms in his dominion. He further said:—"The great work of social, intellectual and moral reform that you have initiated in your dominions would do credit to any Prince of Europe." After the address was read the President presented in a silver casket the literature of the Arya Samaj, and Swami Dayananda's complete commentary on Yajurved. Badridas, pleader, Jullundhar, presented His Highness with books taught in the Girls' College, Jullundhar. The function being over His Highness addressed to the audience a speech which lasted for full one hour. Dead silence prevailed and was now and then only broken by the deafening cheers or an appreciative audience. The Maharajah expressed his views on

religion and social reform. He said: "You have compared me to European Princes. I do not deserve praise. India cannot be compared with Europe. In India there are several religions, Europe has only one religion. The military position of India is quite different from that of Europe. People here have no knowledge of military science." He further said that Princes and the people only represented different strata of society. The prosperity of the Princes depend upon the people. It was only a division of labour. "Don't judge the Princes with other's eyes," said he, "don't be led by rumours. Study yourself. I wish people may not look to the bright side of the picture but criticise Princes." As to religion the Maharajah said that like philosophy it gradually developed—from fetish worship to Monotheism, the highest form of religion. All religions teach Monotheism. The cardinal principle of all religions was the same. It is not befitting we should remain divided by virtue of religious differences. United we stand, divided we fall. It depends on us as to how far we should be sectarians, how far Catholic in our views. He referred to the treatment of the coloured labourer by the Natal colonist. "But before condemning others," said he, "you should treat your brothers living under one sky and god fairly and justly." Coming to the last question he said that caste by birth caused many evils, and touchingly referred to the status in society of women. He emphasized the importance of female education and emancipation. Concluding he said "we lack faith and conviction. We start societies, deliver lectures, but the want of determination and courage retards progress. He gave the instances of Mohamad, Christ, and Buddha and said that poverty did not check the path of progress. He appealed for diverting charity into better channels and said that isolated and ignorant Princes could not do anything. Responsibility for moral, intellectual and religious reform lies with the people. Our selfishness and ignorance cause many difficulties."

General Notes.

A DEAF and dumb German scholar named Walter Kunze has had the degree of doctor of philosophy conferred upon him by the University of Leipzig for a masterly treatise on certain agricultural subjects. This is the first time a deaf and dumb person has been made a doctor by a German University.

Is it true, as Dr. Jowett hoped it would be, that Balliol men run the Empire? "The unexamining crowd," says a correspondent of the *Manchester Guardian*, "has somehow come to take it for granted that a scholar of Balliol under Jowett's mastership was always a spoiled child of fortune for whom the gods had fore-ordained a transcendent success in after-life. The examiner of this accepted doctrine is Mr. J. E. C. Bodley, himself a Balliol man, who in his book on the Coronation has brought to light the unexpected truth that of all the Balliol scholars elected in the 23 years of Jowett's mastership only three have attained distinction in public life. Those three

are Lord Milner, the Bishop of Worcester, and Mr. Asquith."

USUALLY the United States Universities present from five to seven—or even—more—Colleges of liberal arts, engineering, law, medicine, agriculture, and the like, each leading to a degree. In recent years an effort has been made to bring the Universities into immediate co-ordination with high schools, making the grade schools, the high schools, and the University articulate into one symmetrical whole. The amount paid out in the United States per capital for higher education is 35 cents., while for Switzerland it is 21·8 cents.; Great Britain, 21·7; Germany, 14·3; Belgium, 11·4; Austria, 11·3; Norway, 8·3; Hungary, 7·1; Italy, 7; Greece, 4·3; while Russia falls to 3·7 cents. per capital, and Spain to 2·8 cents.

THE Government of India have circulated a letter from the Board of Education, London, regarding the recognition of secondary schools in India by the Board, for the purpose of enabling teachers who satisfy the other conditions, to qualify by service in such schools for admission to the register of teachers kept by the Teachers' Registration Council in England. The proposals in this letter relate only to the recognition of schools, and not to the registration of individual teachers. The effect of the recognition of schools in India by the Board of Education will be that existing teachers in them of English education, who satisfy the other conditions, will be able to obtain registration, and will not, in the event of their returning to England, be cut off from the advantages of it; while the future teachers, who are trained in England, will be able to serve in India during the period of probation necessary to qualify them for admission to the register. The Government of India have received with satisfaction the Board's proposals, which seem to them likely to further the efficiency of European schools in India.

THE Japanese are esteemed a clever people, and hence the systematic measurements of their weight of brain carried out for the last ten years by Professor Taguchi, of Tokio University, possess unusual interest. His results are based on 597 subjects, 421 males and 176 females. The average brain-weight of 374 adult males was 1,367 grammes, the heaviest being 1,790 grammes, and the lightest 1,063 grammes. For 150 females the average was 1,214 grammes, with a maximum of 1,432 and a minimum of 961 grammes. The sexual difference of these averages—153 grammes—is about that of Europeans. The above male averages agree fairly well with that for male Germans, according to the Bischoff-Marchand measurements.

Taguchi also give the brain weights of 126 children from two months to fourteen years, from which it appears that the growth of the Japanese brain is slower than that of European children. The brain of a Japanese boy of nine and 14 years weighs

about 1,235 grammes, while that of a European boy of his age is 1,300 to 1,350 grammes. There is a gradual increase of brain weight in male Japanese up to the fifth decade, in which it reaches a maximum. In female Japanese there are two maxima, one in the third and another in the sixth decade. On the whole, the brain of the Japanese compares favourably in weight with that of Europeans of similar stature, and may be shown to be superior to that of other races of the same general stature.

THE Chinese Minister-designate to the Court of Tokio, according to a recent Peking letter from a reliable source, at his farewell audience of the Empress-Dowager received implicit instructions from Her Majesty to set his spies at work as soon as he arrived at Tokio and watch the conduct of all the Chinese students in Japan. Should he find revolutionary instincts in any student the Minister was at any cost to get the student dismissed from the school or college he was attending. This being done, he could easily get them transported back to China, where the local authorities would dog their footsteps and, when they put their foot on land beyond the jurisdiction of any Foreign Settlements, could arrest them and haul them before the Mandarin for "investigation." One need not, perhaps, enquire too closely what the ultimate fate of such youths will be.

LIP-READING (says the *Sunday at Home*) is in no way to be compared with learning a foreign language; nor is it expensive to learn, as most people think. To an adept pupil a few dozen lessons will suffice. It is really simple in theory, and much more a matter of practice after the pupil has learnt to distinguish the difference between the vowels, consonants, guttural and nasal sounds, and comprehends that the system is based on phonetics, so that the difficulty of the intricate English spelling is overcome, as words are seen as sounded. Who does not know, after loss or partial loss of hearing, the tediousness of following conversation, be it either by a raised voice or by means of that unsightly instrument, the ear-trumpet? The strain thereby caused to the nervous system is in ninety-nine cases out of a hundred most disastrous. Hearing by sight is the only real means by which the deaf can once more be restored to society and their deafness not detected. There are many who think that because a person is deaf he is consequently stupid. There can be no greater fallacy. The deaf who have not the spirit to keep in the ordinary swing of life should be encouraged, to take a leaf out of the book of a little old woman I knew, who used to say, "Ah, madam, I may be deaf, but, thank God, I am not stupid!" After taking lessons the ability to lip-read often comes rather suddenly. And then it is with a heart-throb full of thanksgiving that the sufferer from deafness goes on life's way—with, oh, what a heavy load lifted!—hearing by sight.

Public Opinion says: "A discussion on Sham Education, started in the *Daily Telegraph*, will, it is to be hoped, attract wide attention to what we believe to be a serious evil. Children who are supposed to be doing great things at school are too often efficient only in the reports of the master. The extraordinary mistakes they make over the simplest questions put to them outside the routine instruction of the class are the despair of fathers and mothers who do not take reports as conclusive. If all children did as well at school as they are supposed to be doing, the really brilliant ones would be much less ahead of their fellows in fact than contact with things outside the school generally proves them to be. There are few fathers and mothers who are not led into the comforting delusion that their boy or girl is something of a prodigy. Masters and teachers dare not report the truth lest the child should be removed. Hence the shocks to which the parent is liable when some unaccustomed though simple question is asked of Young Hopeful. When reports are unfavourable, then the fault is, of course, in the child—not in the teacher. That, at least, is the teacher's view."

COMMENTING on the suggested inefficiency of our elementary schools, the *Daily Telegraph* says: "Whose fault is it? It certainly does not lie with the teachers. The elementary school teachers are the only teachers in England who are trained in the theory and practice of education before they receive their appointments, and, considering the number in their classes, the impossibility of giving individual attention to their pupils, and the mental incapacity of the children to absorb—too frequently on empty stomachs—the multifarious sciences, ologies, arts, and crafts imposed upon them, they do surprisingly well."

EDUCATIONAL matters in Russia (says *Church Bells*) are receiving considerable attention. Investigations made recently disclosing an unsatisfactory state of affairs. The Statistical Bureau of the Moscow Municipality finds, for instance, that the percentage of "illiterate" persons in Moscow is no less than 45. No city or town in Russia has gone so much as Moscow of late years to provide elementary teaching for the people, and the report says that the children are "practically all illiterate," but avoids figures. The tables show that the highest percentage of illiteracy among males is found in the unattached day labourers (48 per cent.), females working in factories (81 to 85 per cent., according to classes of work), even "landowners and capitalists" account for 8½ per cent. of illiterates, while employes in mills and in trade number between 1 and 2 per cent. of illiterates. The general results are disheartening, and the Municipality of Moscow comes to the conclusion that it will be impossible to raise the standard of literacy to what it ought to be in the "premier capital" of a great European State until education becomes really general all over Russia.

THE *Evening Standard*, in commenting upon the subject of the foregoing paragraph, says: "We are constantly told that the prosperity of a nation depends, at the present time, upon the efficiency of its schools. Germany and the United States have made such astonishing progress in commerce and industry of late years because their peoples are better educated than others. But Russia contrives to get along very well without this advantage. It challenges our trade in India and Northern China, rivals it in Afghanistan, and threatens to drive it out of Persia entirely, as alarmists assert. But in the commercial capital of the empire, Moscow, the number of 'illiterate' inhabitants is no less than 45 per cent. So many cannot sign their names, for that is the only test. The figures given are those of the Statistical Bureau, which extracts them from the census returns of last year. It is the women, apparently, who 'pull down the average' of those working in factories; positively 81 to 85 per cent. cannot write their names. But master-workmen, with establishments of their own, contribute 31 to 36 per cent., and 'landowners and capitalists' 3½ per cent. Yet Moscow claims to have the best-educated population in Russia."

TRAVELLING along the rivers, creeks, and water-courses of Eastern Australia, one notices little hillocks, evidently the work of human hands, and which the casual observer often assumes are the burial mounds of the aborigines. If, however, one takes the trouble to dig into these mounds, the deep layers of ashes that are encountered show that they are the remains of the cooking-places of the natives. These black-fellows' ovens, as they are called, are found in large numbers in some places, indicating either a large tribe or a favourite resort for game. One way in which the ovens were used is as follows: The black-fellow, having speared a codfish weighing perhaps five pounds, wraps the fish in a coat of thick mud, and places it in the ashes of a fire which has been made in a hole in the earth. It is covered up and left until it is cooked. Then the hard caked mud is broken off—it usually came off in a couple of pieces, taking the scales and skin with it, and leaving the beautiful, juicy, white flesh quite uncontaminated by either mud or fire. Sometimes as many as a hundred of these ovens may be found together, with fish-bones and the remains of birds in them. To-day, so far as the black-fellows in the eastern colonies are concerned, this oven-cooking is a lost art, and the few blacks that remain content themselves with roughly broiling the fish on a small fire of sticks. They have even, for the most part, lost the trick of diving under water and spearing the cod, and depend upon the prosaic hook and line begged or borrowed from a white man.—From the "*Leisure Hour*."

THERE is no child labour in Colorado. Child labour is one of the darkest blots on civilization. It is not civilization, but barbarism. There is a law against insurance of the life of a child, another splendid law to protect the helpless. The laws relating

pal of the University of London, shows that such may not necessarily mean the placing of a round peg in a square hole. We are confident that it will not be so with Dr. Bourne. His interests have been anything but narrow and one-sided; he was on two occasions Registrar of the University, he has acted as Principal of the Presidency College, he was a member of the Universities Commission. There is no more skilled 'man of affairs.' He has always been accessible and he has never shirked work. Those who desire to see a larger recognition of science in the studies of the University will find in him a warm supporter. The interests and problems of the department, however, are not one but many; we feel sure that the new Director will throw himself with zeal and sympathy into all sides of his work. The times are critical and the building now being erected will have to do duty for many years. Long views and boldness are necessary as well as caution. We are glad that the Government has not delayed the filling of this all-important vacancy and that its choice has fallen on so eminent a member of the service. We hope that by his administration Dr. Bourne will gather new and enduring fame for himself; he certainly has an opportunity for distinction such as falls to the lot of few men. It would be no slight thing to go down to posterity as the maker of Primary Education in the Madras Presidency.

The Report on Public Instruction in Burma for the year 1902-03 has come to hand in good time and is of quite modest dimensions. According to the Government Resolution most of the recommendations of the Simla Conference have been given effect to, but there are one or two questions still outstanding.

The proposals for the revision of the curriculum in Anglo-Vernacular schools submitted by Mr. Pope, involved extensive changes about which considerable difference of opinion disclosed itself. Before a decision was arrived at, the further letter of the Government of India relating to the institution of a school final examination was received. One of the points referred to in this letter related to the subjects to be prescribed for the school final examination, and as it seems likely that further general orders may be passed, it has been thought advisable to postpone action regarding the revision of the Anglo-Vernacular courses.

Proposals for making the school courses more practical on the lines proposed by the Bengal Government, and for adapting the Vernacular curriculum to the needs of agriculturists have also been under consideration, and it is expected that a conclusion will shortly be arrived at.

Action has also been temporarily suspended as regards the abolition of the Results-grant system in Vernacular schools, and the introduction of a system of aid in accordance with the recommendations of the Conference. The Director and the Educational Syndicate desire to retain Results-grants for Vernacular schools and they do not recommend any modification of the existing rules for Anglo-Vernacular schools. The position has been reported to the Government of India and will be further discussed with the Director-General when he is able to visit Burma.

The most interesting chapter in this report is the concluding one in which the Director Mr. John Vansomer Pope sums up what has been done in the fourteen years in which the department has been in

his hands. It is a really wonderful record of growth and advance. The staff has been increased and strengthened, improved prospects have attracted superior men. The increase in some other directions may be thus tabulated:—

	Colleges and Schools	Pupils
1888-9	5,679	121,672
1902-3	18,931	331,525
	Total Expenditure	Receipts from Fees
1888-9	Rs. 8,41,375	114,469
1902-3	Rs. 22,74,002	615,591

The fees-figures are specially interesting; it will be seen that fourteen years ago they amounted only to one-sixth of the expenditure, now the proportion is between one-fourth and one-third. Female education has progressed—there are now 42,617 girls under instruction, three times the old number. There are special schools for Tamils, Telugus, Chins and Karens and an Anglo-Vernacular school for the Chinese community in Bhamo. Higher education unfortunately does not seem to be a thriving plant; there were only eleven graduates in the year 1902-03 and this is the highest number on record. Fourteen years ago however there were only three.

"The great advancement achieved in all directions while the department has been under Mr. Pope's charge must be to him a source of pride and satisfaction and is recognized with gratitude by the Local Government." We very heartily endorse these words, and in saying good-bye to one who has by long, industrious, and enthusiastic service added new lustre to an already richly honoured name, would wish Mr. Pope many years of happy retrospection.

We have received a copy of the annual report of the working of the Maharashtra Female Education Society of Poona for

last year. The number of members on the 31st March last was 80, against 77 in the previous year. There was a decided improvement in the average number on the rolls and the daily average attendance. There was an increase of Rs. 100 in the fee receipts, though the institutions were closed on account of plague for three and a half months. The Educational Inspector of the Central Division passed very favourable remarks on the management and Miss Sorabji who is in charge of the institutions. Lady Northcote paid a visit to them last December and made the following remarks in the Visitors' Book. "My second visit to the Training College and High School on the 6th December gave me great pleasure. I was much struck with the cheerful and keen expression of interest on the pupils' faces, and their apparently high level of intelligence and attainments. The method of teaching seemed to me to be very thorough and practical and was particularly struck by the practical way in which the student selected for the Gilchrist scholarship explained matters to her pupils. Miss Sorabji is certainly to be congratulated on the admirable system and order prevailing everywhere."

We are glad to see that Government have been liberal in their support to these institutions, as acknowledged in the following passage in the report:—"The want of suitable accommodation for the resident pupils, a school house for the Primary School attached to the institutions, and a covered play-shed had long been engaging the attention of the Council. This, the Council are glad to report, has been removed through the liberality of Government, who have sanctioned a grant of Rs. 38,195-5-4 (two-thirds of the estimated cost) as was done in the case of the High School building. The work has been taken

in hand by the Public Works Department (through whose agency it is to be carried out) and the buildings will be ready for occupation, it is hoped, in April, 1904."

Among other reports that have reached us are those of the C.M.S. "Sarah Tucker" College at Palamcottah, the Presidency Training School for Mistresses, Madras, and the S.P.G. College, Trichinopoly.

Lord Rosebery's interest in the proposed foundation of a Technical Institute in South Kensington afforded *The Madras Mail* a text for an interesting article on the subject whose title is prefixed to this paragraph. In the course of it we are told that "though there is much to be said for a Technical College in England, there is more to be said in favour of one in India, for the ignorance of Indians in practical Engineering matters is colossal, and it is only direct instruction in a College that would be of use, because the chances of being apprenticed in a good firm cut here are few, and even the best firms rely a good deal on finished articles from Home, so that the means of instruction in many branches is wanting. Such a College should be self-containing, doing both practical and theoretical work, because the lads cannot pass from the shops of their mother-firm to the class-rooms and back again, as they can and will in England. As such a scheme must at least begin with one Central College it would be as well not to place that in any Presidency town, partly because to do so would be to decentralise the College eventually, and fill it too full of men from that Presidency, and partly because the men who should be encouraged to join the College are not local B.A.'s, stuffed with a superficial and highly-trained ignorance, but men in the

truer sense of the word, men with backbones to them and sufficient grit to stick to their work, however hard and disagreeable a job might be. A B.A. is a very useful man in his place, but that place is not the charge of a workshop, or even an outlying gang. The work of an Indian Technical College would be much more practical than is necessary at Home for the reasons given above, and it should at first deal only with a few lines of industry, adding more branches as the demand for special instruction grew. Probably Mechanical Engineering, Electrical Engineering, the textile industries, mining, and, possibly, tanning, would probably do for the earlier years."

Coming to the details of the proposed course of instruction, our contemporary adds:—

"Mechanical Engineering would be taught to all students up to a certain point, say for the first three years of the course, for it is required to a considerable extent in all branches, and in this a certain amount of practical handicraftsmanship would necessarily be taught. But as far as the College classes proper went, it would be necessary to remember that what a young Engineer wants is not skill of hand but skill of brain. He must know how various kinds of work should be done, but it is quite unnecessary for him to be a high class workman in any one branch. No man who did justice to his work as an Engineer could long compete in manual skill with the best of his workmen, even if he had ever been able to do so.

After the first three years, which would be spent in practical work enlightened by a sufficiency of theoretical instruction, the lad would pass to the special branch he selected for his life's career, and spend the next two years in the theoretical study of that branch,

enlightened by a good deal of practical work. In other words, he would, in the earlier years, only imbibe as much theoretical instruction as would enable him to fully understand the why and wherefore of his practical work, whereas in the latter years he would do only sufficient practical work to enable him to thoroughly grasp the full meaning of what he studied in class and in the laboratory. Probably at the end of his five years the successful student would be wise to take any living wage for a year to study the actual administration of works of the kind which he had selected as a specialty. It is not uncommon for young Engineers full to bursting of theoretical knowledge and weighed down with prizes and certificates to fail utterly because they had had no training whatever in the management of men! Probably, if such a College was once started, Government could help the best of the students for their first year of freedom, after which they could shift for themselves. Anyway, a practical Technical College at some good business centre must in time become a real blessing to India.

The discussion of the new legislation is, as we suggested last month, Current opinion on the Universities Bill, very limited and very mild. The following criticisms from *The Indian Social Reformer* are however worth quoting here:—We do not believe, however, that the mere reduction of numbers would bring about an improvement in the composition of the Senates. We are glad, therefore, that the Draft Bill provides for the election of one-tenth of the total number of Fellows by graduates. We do not think that the qualifications fixed for graduate-voters err on the side of liberty. But it is a detail and, apart from sentiment, there are cogent practical reasons why they should be extended, which

are not likely to be overlooked by Government when they are; as they will doubtless be, brought to their notice. We should here ask Government to provide, if possible, in the Draft Bill, some guarantee that no portion of the remaining ninety per cent. of the Fellows will be chosen on the principle—or want of principle—which has brought discredit on nominations made in the past. Governments have been the sole sinners in the matter. It is admitted and acknowledged by all. What do the Government propose to do to prevent such scandalous nominations in future?

Even more important than the reform of Senates is, to our mind, the reform of the Syndicates of some of our Universities. These latter bodies are the really governing bodies of Universities, being in fact the Directors of them. Their proceedings have necessarily to be largely concealed from the public view, but the enquiry conducted by the Universities Commission led to a little lifting of the veil. It is unnecessary for us to specify the defects then brought to light. We consider the proposal to ensure by law a fair proportion of representation to the affiliated Colleges in the Syndicate, essential to remove some of the main drawbacks of the present system. In view of this change, if for no other reason, it becomes necessary to invest the proceedings of Syndicates with some finality. Principals of Colleges are not generally popular leaders, and a Syndicate one-half of which were educationists cannot but suffer from being placed under the necessity of constantly appealing to the Senate for mandates in matters large and small. We regret that the proposal of the Universities Commission to appoint full-time Registrars for Universities has apparently not been provided for in the Bill. Many of the duties which will be imposed

on Registrars by the proposals in regard to affiliation, cannot be satisfactorily carried out unless those functionaries are given more time and discretion for their due performance. Even if it be considered inexpedient to lay down that there should be full-time Registrars in all cases, it may not be amiss to prescribe certain matters of more or less routine, in which some finality might attach to their decisions. The most unsatisfactory feature of the present want of system is the facilities offered to fussy persons to harass the Registrar.

Another item is from *the Indian Nation*. It brings to notice a feature of Bengal practice:—It is desirable to specify the character of institutions that are to be treated as Colleges whose heads or professors may be counted as representatives on the Syndicate. A College which exists for teaching only one subject such as Law or Science—Schools of Science are said to be in prospect—may have been rightly affiliated to the University, but are its professors to be reckoned among the College representatives? In these days some gentlemen keep only a nominal connection with a College only to establish a title to an examinership. A gentleman who practises as lawyer, lectures for only an hour or two in a College, either in the Arts or General Department, possibly does not even get a salary. His object in doing so is to acquire a status and an examinership. No such person is a *bonâ fide* Professor. And will he be allowed to enter the Syndicate as a College representative?

Though somewhat out of date we would like to mention an article in *Odds and Ends*. *The Saturday Review* (May 28rd) on 'the Tower of Babel.' It is by Mrs. Flora Annie Steel and deals with the

hindrances to progress caused by the variety of languages in India and the fact that everything has to be learned in a foreign tongue.

Another paper of interest is that on 'the Ideal Reading Book, by Mr. Arthur Russell in the November number of *The School World*. His conclusions are firstly that such a book must be at every stage of school life, 'ethical and æsthetic in aim rather than informational.' Secondly, it should consist of continuous rather than scrappy pieces and the continuity should increase as the children age. Thirdly, the book should be constantly varied and fifteen books may easily be read in a year. There is a most useful table of suggested reading books.

On another page will be found an account of the further removal of restrictions at the Maharani Girls' College, Mysore. The progress which has been made from the old conservatism to the present liberalism justifies as in hoping that very soon the remaining fetters (we refer to the 'approved parentage' and fee clauses) will be dropped. The College has a good record in many respects and there is every reason to hope that this will even be improved upon in days to come.

With this issue the present editor takes leave of the readers of this *Review*. He heartily thanks all who have helped him to carry it on, and wishes his successor all prosperity.

BOOKS FOR TEACHERS.—V.

THE TEACHING OF SCIENTIFIC METHOD, BY
DR. H. E. ARMSTRONG.*

The book published under the above title, contains 23 papers, addresses, letters and reports by the Professor of Chemistry in the Central Technical College of the City and Guilds of London Institute. In his preface, Dr. Armstrong observes "The earlier articles are didactic: in these I have sought to give reasons for the introduction of scientific method into all schools. The later articles are constructive: they contain the suggestions which, from time to time, I have ventured to make for the improvement of the methods of teaching elementary physical science. Whilst the former may be of interest to the general reader, the latter will appeal more to the specialist."

The articles which will make the most general appeal are probably those numbered 5 and 15. The first is entitled *The Need of General Culture at Oxford and Cambridge*. It is really a plea for the inclusion of Technical Education (using the words in a wide sense) in the University Outlook. It is marked by a contempt as great for those who are in it called "humanists," as these "humanists" are therein accused of exhibiting towards "scientists." It is perhaps to be regretted that Dr. Armstrong should have written as he does here and there: e.g., on p. 98 "The Apostles of 'Culture' have always been scoffers at Technical Education. It is their wont to regard it as a narrow form of training in which there is a tendency to neglect what they are pleased to consider the intellectual requirements, *par excellencæ*, having themselves never had occasion to exercise 'practi-

cal activities'" and again on p. 104 "Being rank specialists—classical scholars for the most part—the leaders of thought at the Universities have been unable to appreciate the changes wrought in the conditions of life by the development of the New Knowledge and by the application of the methods by which it has been brought into existence. They have continued to worship mere erudition; the art of experimental inquiry, which has enabled us to penetrate into the mysteries of the universe, has remained to them a sealed book."

To those who believe that "cutting the circle of knowledge in half" is the companion crime to what Dr. Thring called "cutting a child in half," and who add that other belief that the best men and women, i.e., the wisest and widest, are coming to see that the conflict between the humanities and science is man-made and not either essential or eternal, such passages as the above are disappointing. Supposing the accusation to be true, to be not exaggerated, (which is a very large supposition) it would miss its mark: none of us correct our faults when we are reminded of them in language needlessly, gratuitously irritating.

Probably Matthew Arnold would be accepted by Dr. Armstrong as an apostle of "culture," possibly as a "rank specialist"; he could not deny him the name of "classical scholar." And what did Arnold say on this very point?

"It is a vital and formative knowledge to know the most powerful manifestations of the human spirit's activity, for the knowledge of them greatly feeds and quickens our own activity; and they are very imperfectly known without knowing ancient Greece and Rome. But it is also a vital and formative knowledge to know the world, the laws which govern nature, and man as a part of nature. . . ."

* Published by Macmillan & Co. 6/- net.

Meanwhile neither our humanists nor our realists adequately conceive the circle of knowledge, and each party is unjust to all that to which its own aptitudes do not carry it."

The above words were written in 1874; nearly 30 years before Dr. Armstrong's indictment of the Universities. In connexion with this matter it is interesting to reflect upon the remark with which *The Pilot* of November 14, opens its paragraph relative to Sir Michael Foster's resignation—"By the resignation of Sir Michael Foster, K.C.B., Sec. R. S., Cambridge has lost one who perhaps more than any other living man has influenced the studies of the University." The words which I have italicised are an interesting commentary on the passage quoted from p. 104 of *the Teaching of Scientific Method*.

And lastly, Dr. Armstrong and those who think with him may find food for reflection in one remark which Mr. Headlaw makes in his Report on the Teaching of Literature in Boys' Secondary Schools, which has been issued lately by the Board of Education. He writes—"There is also reason to fear that the desire to promote efficiency in Science by encouraging boys from an early age to devote so large an amount of time to the study of it may defeat the end in view: in several cases complaints have reached me that the want of training in the power of expression and the use of language prevents the boys profiting as they might from the instruction in Science."

It is pleasant to turn from the wearisome and unnecessary struggle between Science and the Humanities to Dr. Armstrong's treatment in Paper 15 of *the Heuristic Method*. In his sub-title, this somewhat alarming word is elucidated: we are to be introduced to the modern method of teaching—the art of making children discover things for themselves.

Probably we are all apt to feel, in this or that degree, that the developments of the last thirty years have issued in "over teaching"; we are inclined to think that children in our secondary schools are fed too much on spoon-meat; are treated as if they were poultry fattening for the Christmas markets. And if this be so, any method of teaching children to discover things for themselves commands attention. Professor Armstrong's essay appeared first in the second volume of the Board of Education's *Special Reports on Educational Subjects*: it was then republished alone, at the modest price of 3d., by the Board of Education; and now, it makes its appearance in this volume.

On p. 236, he writes "Heuristic methods of teaching are methods which involve our placing students as far as possible in the attitude of the discoverer—methods which involve their finding out instead of being merely told about things. . . . Few realise that neither is discovery limited to those who explore Dark Continents or Polar Regions nor to those who seek to unravel the wonders of Nature; that invention is not confined to those who take out patents for new devices; but that on the contrary, discovery and invention are divine prerogatives in some degree granted to all meet for daily usage and that it is consequently of importance that we be taught the rules of the game of discovery and learn to play it skilfully."

He goes on to quote a passage from an essay written by Professor Meiklejohn where, writing of the Heuristic method, the latter says "I am prepared to show at the right time, that it is applicable to literature also, though not in the fullest extent and application of the method. The Heuristic method is the only

method to be applied in the pure sciences; it is the best method in the teaching of the applied sciences; and it is a method in the study of those great works of art in language by the greatest minds which go by the general name of literature."

Dr. Armstrong, however, in the rest of his interesting paper goes on to indicate the proper use of this method in science teaching. There is scarcely a page where a true teacher, who cares for his profession, will not find something suggestive. And yet, even in the matter of science teaching, the result on the reader's mind may not be altogether what the writer seems to expect.

No doubt he is quite right when he declares "The value of mere knowledge is immensely overrated." But the force of the objection is contained in that word "mere." The desideratum is knowledge, gained wisely. Because in the past we have attended too much to what we have called knowledge, shall we now fall into excess in another direction, by expending all the energy at our disposal (the children's and our own) upon the gaining process?

Is it not one characteristic mark of a good teacher that he knows when to give information, and when to leave the children to find it for themselves? Shall we not do more by recognising this method as an instrument to be used at one moment, to be laid aside at another? For, even in science owing to those fettering limitations of our being—time and space—facts cannot always be observed freshly by every new worker in old fields. It has been well said "In the best scientific work even as in the worst, much must be taken on trust; on the authority of the competent observer, skilled instrument maker, or original investigator."

IX

When we turn to literary matters, we shall find that the Heuristic method is more difficult of application, in spite of Professor Meiklejohn's remarks. He, we may notice, was not extreme in his claim. Mr. Welton, in his *Logical Bases of Education*, goes much further: on p. 256 he writes—"The employment of such methods is not mainly a question of subjects. They are doubtless appropriate in the physical and natural sciences, but they are equally applicable to mathematics and the humanities. A boy who has by his own efforts solved a problem in geometry has made a discovery quite as surely as one who has worked an experiment in physics or chemistry and drawn an inference from it. So a pupil who has exerted his intelligence on a piece of Latin prose or an English essay, who has sorted and arranged his ideas, who has compared and weighed different modes of expressing his thoughts, has been engaged in an original investigation both into the subject-matter of his theme, and into appropriate means of expressing it. Nor can it be denied that a pupil who has worked out for himself a topic in history, comparing and weighing authorities in the school library, has been engaged on a true voyage of discovery. The essence of Heuristic methods is that the pupil learns to think for himself, not that he learns to do certain things with his hands, though that, too, may be involved."

To the practical teacher, accustomed to the actual necessities of schools, imposed as these are by overcrowded curricula and examination requirements, the above passage is not without a comic element. But let us in all solemnity, putting aside our mere humanistic view of the fun of the thing, inquire a little more closely into the possibility of this method.

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The pupil is to be provided with his problem; and then he is to discover (or, to be led to discover though this apparently is a confession to natural weakness, not the pure method in its perfection) its solution. He has to find

(a) What it is? . . .

(b) How it came to be?

Admitting for the sake of argument that his method could be applied to a piece of stone, a plant, a chemical combination, can it be employed on a piece of literature?

Let us take as an example the following lines, with their headline.

John Milton on his blindness.

"When I consider how my light is spent
Ere half my days, in this dark world and wide,
And that one talent which is death to hide
Lodg'd with me useless, though my soul more bent

To serve therewith my Maker, and present
My true account, lest he returning chide;
'Doth God exact day-labour, light'deni'd?'
I fondly ask, but Patience, to prevent
That murrain soon replies, 'God doth not need
Either man's work, or his own gifts; who best
Bear his mild yoke, they serve him best: his
state
Is kingly; thousands at his bidding speed,
And post o'er land and ocean without rest;
They also serve who only stand on wait.'

The use of a library, larger or smaller, is postulated in the idea of employing the Heuristic method; it is the apparatus of literary research as a laboratory, or "workshop" (as Dr. Armstrong prefers to call it) is of scientific. The student ought to know the use of this instrument ready to his hand, as a scientific student ought to know the use of the laboratory and its appurtenances.

We will imagine that this specimen is given to him on a sheet of paper, and he is required to furnish the explanation. He is turned

loose then into his laboratory—the library. He has a clue, he is told who wrote the lines, and the subject of them. But first he ought to examine the structure of this object presented to him.

It contains 14 lines: but that fact, isolated, tells him nothing. He may go on to notice the position of the rimes; which may be symbolised thus:—

a }
b }
b }
a }
a }
b }
b }
a }
c }
d }
e }
c }
d }
e }

This peculiar arrangement may lead him to notice that there is a kind of national division of sound and sense, parting the first eight lines from the last six. He remembers the 14 lines; he searches and searches in one book after another; and if he be very intelligent, and very lucky in the books he lights on, and very persevering, he may at last discover that the poem is a sonnet, modelled on the pure Italian form; its two rimes being specially placed in the octave: its three rimes specially placed in the sestet.

So much for the form; what about the matter? Questions must arise out of such phrases as

(a) "how my light is spent
ere half my day:"

(b) "one talent"—what it was,

(c) how it was "death to hide" it; death to whom?

- (d) why blindness made it useless?
(e) what was the "true account,"
(f) what had the "day-labour" been,
(g) how far did Milton only "stand and wait?"

Using with these natural questions the clue given in the name John Milton, a life of Milton and an account of his times might be elaborated: it would contain information about his early dedication of his powers to literature: his literary method; the disturbed state of public affairs: Milton's renunciation of literature to serve the state: his Latin Secretaryship, and loss of his eyesight through his devotion to the public weal; his work after his blindness, and so forth.

But does any one really and truly suppose that such a plan of action is feasible, possible, in an ordinary secondary school? We must remember too that the selected piece lends itself uncommonly well to this particular treatment. Probably the verdict of teachers will be that the Heuristic method can be applied in varying degrees in pure and applied sciences: but in literary matters can only suggest to the pedagogue that an element of guidance, as to the questions which a poem or piece of prose may suggest, and to the discovery of the answers in this, that add the other book, is desirable; and should replace the information offered in and out of reason which is known as the "lecture system." But if Dr. Armstrong achieves that: if he induces all and sundry teachers to provoke questions, where these are reasonable, and to show the right method of finding answers, he will have performed a task of great magnitude. The Heuristic method in its purity is inapplicable to schools, because time is so limited in itself, and is shortened practically by the varying capacities of different pupils.

If we were at liberty to neglect the stupid and turn the idle out of the room, an hour would have a greater time-value than it possesses at present. But that liberty is not ours, and so an hour comes to be worth $\frac{1}{2}$, or $\frac{1}{4}$ or $\frac{1}{8}$ as the case may be.

In picking out these two papers, the present writer has no desire to depreciate the rest. The whole book is fresh, suggestive, stimulating—even sometimes to the point of antagonism. And to say that is to say that it is worth the teacher's while to read it; it means that he will be brightened up, energised; since the faded, and those content to stick in the mud seldom wish to fight.

GERALDINE HODGSON.

TEACHERS' COLLEGE, SAIDAPET.

I do not think the Teachers' College is now that horror which it was a decade or so ago. It was considered as a degrading expatriation for a teacher to be asked to undergo training at Saidapet. Partly the unthinking opinionativeness of the young teacher and partly the life of real discipline there to which the untrained soul of a raw graduate was not yet broken, was the cause of this feeling. But now it has all changed. Even distinguished graduates of the University, except the few fortunate fellows who knock off a place in the P.C.S. or the M.C.S., now find the teachers' profession the only suitable thing for them, and it is really gratifying to note that more and more students of this class now find their way into that necessary institution at Saidapet. Nor is life there altogether unpleasant. As regards utility, it is the one good thing that the late Mr. Grigg's regime brought into perfection. The very stay in the place

only when questioned. With some amount of severity and the making of long faces you manage to secure this. One boy says that they are doing the 1st Book of Euclid, another, the first proposition of Euclid and finally it transpires they have just done the first three definitions in the Elements. You deprecate the method of teaching the definitions all at once in the beginning. But you do not know the practice of the place. Since the class has already begun to do the definitions you think you have no business to change the plan. By this time you have consumed about twenty minutes and then when you begin to examine the class on the old lesson the very first definition is not correctly stated by the class. Some indeed have got it by heart: but they miss important words and not one seems to have understood the sense. You now fancy you have a grand opportunity of making yourself felt that day and you sincerely begin to teach the first definition. You elicit the idea of a *point*, by pointing to solid bodies and asking the boys to abstract one by one the three dimensions and make them understand that it is mere position without length, breadth or thickness. All this work is done in the Vernacular and then they are led to put the idea in English. After a good deal of questioning and eliciting in grammar and translation, the boys are made to give of their own accord the correct definition. They are satisfied and you yourself are satisfied in your heart with your maiden effort. But in the meanwhile the headmaster of the practising branch or some one of his assistants eyes you from far: sees that you are a fresh man and quietly steps into your class and sits in your chair and asks you to go on with your work. You feel somewhat nervous: you cannot but go on.

While you are exhibiting yourself the worthy takes his pocket note-book and writes down his remarks. You are often too sly a rogue for the worthy practising branch headmaster himself. While teaching, you cast furtive glances and get surreptitious looks into the remarks. O horror of horrors! What do you find! "must not be so unkind towards children: made a general English class of geometry; one hour wasted." "Shades of thy father! What an unsympathetic reception this! no mention of the merits! defects too exaggerated! Children forsooth!—babies, too young even to suck from the mother's breast! Why? there are in this class boys who can give points to me in *age* and in *stature*! How else could I have proceeded? How else the worthy Headmaster himself?" But the remarks stand; and you stand crest-fallen: all your self-esteem is gone in a moment. You are undecided. You find that real teaching is very hard and you begin to dread your stay under such chilling circumstances. Or another assistant enters, who has not the wit to find any fault with your teaching. He objects to your *Dhotra*,—your manner of wearing your head-dress and what not? He may even object to the cup of your face if he can! But you must snub such silly impertinence at once by promptly saying, "I am not made to please thee with my countenance" or some such plain amenities of the place if you want to be respected and treated with regard. It is wonderful how a prompt and right word in the right place saves you a host of subsequent unpleasantness. The witless tyrant above you snuffs you and grunts out his departure and thenceforth you are safe. I consider incidents like these as forming the very best elements of training the College affords—not to speak of the more legitimate tasks of

the place and their disciplinary value. They fortify your character, they open out your nature, they correct your angularities and make you a *man*. Before you go there you are a grown-up boy and you come out of it armed at every point for the battle of life.

G. KASTURI AIYANGAR.

EDUCATION IN ASSAM.

A recent *Assam Gazette* publishes the Government Resolution on the Report on Public Instruction in Assam during the year 1902-1903 from which we take the following:—

STAGES OF INSTRUCTION.

The number of pupils under instruction in the High stage, i.e., in the first four classes of High Schools, fell from 1,307 in 1901-1902 to 1,177; in the Middle stage there was a small increase, from 2,626 to 2,657; the number in the Upper Primary stage decreased from 4,397 to 3,979, and in the Lower Primary from 92,725 to 91,319. Some indication of the general results of instruction may be gathered from the numbers that passed out from the top class of each stage. In the High stage the percentage of successes was 13.6, the percentage for Government schools being 50.3. In the Middle English stage the percentage was 55.6, the proportion in aided schools being 63.1 per cent.; in the Middle Vernacular 66.0 per cent., the proportion in aided schools being as high as 91.8 per cent.; in the Upper Primary 54.3 per cent.; and in the Lower Primary 33.8 per cent., the proportion in Government and Local Board Lower Primary Schools being 48.3. These percentages are not as high as they should be, except in the case of Middle Vernacular Schools.

UNIVERSITY EDUCATION.

Higher education is provided for locally by two second-grade Colleges, the Cotton College at Gauhati, a State institution which was opened in 1901, and the Murarichand College at Sylhet,

which is maintained by the founder, Raja Giris Chandra Roy. Some pupils who matriculated from schools in Assam elected to read in Colleges in Bengal, and details of their successes are not available. Forty-one candidates were sent up from the Cotton College to the First Examination in Arts, of whom 13 passed, two being placed in the first division, and from the Murarichand College 21 candidates were sent up, of whom 9 passed (one in the first division). Of the 22 successful candidates, six were Muhammadans. The Cotton College has been liberally treated by the State, separate hostels having been provided for Mussalmans and Hindus; it has also been provided with a library and a laboratory, both of which are reported to be in excellent condition, and the Chief Commissioner trusts that it will not be long ere it fully justifies the expenditure incurred by the State.

NEW LOWER PRIMARY SCHOOL RULES.

The general lines of the scheme for the improvement of Lower Primary education in accordance with the principles laid down at the Simla Educational Conference were described in the Resolution on the Education Report for the five years ending 1901-1902. The details of the scheme were worked out during the past year, and it was promulgated by a Resolution issued by the Chief Commissioner in March 1903. Its principal features are the grant of fixed pay at average rates of Rs. 8 per mensem for certificated, and Rs. 5 per mensem for uncertificated, teachers, supplemented by capitation grants at rates ranging from 3 annas to 6 annas per mensem for pupils in the three highest classes only. The necessity for thus limiting capitation grants is borne out by the figures in the report, which show that at present no fewer than 58.8 per cent. of the pupils of Lower Primary Schools are in the lowest class. In the past, attention has been concentrated on the few cleverest boys, to the neglect of the mass of pupils, and the system was encouraged by the grant to schoolmasters of

10. The following list of topics will supply material for many practical lessons in morals and manners :—

(a) Duties to parents, brothers, sisters, and playmates ; to servants and other employees ; to employers and all in authority ; to the aged, the poor, and unfortunate.

(b) Conduct at home, at the table, at school, on the street, in public assemblies, and in public conveyances.

(c) The common virtues, such as regularity, punctuality, self-control, cheerfulness, neatness, purity, temperance, honesty, truthfulness, obedience, industry, and patriotism.

11. In all such moral instruction and guidance the following principles should be observed : (a) the course of moral training is a development, in which the child is first led to practice and afterward to work from principle ; he proceeds from obedience on faith to obedience on principle ; from regularity to faithfulness. The child also develops from egoism to altruism. His impulse towards self-interest normally develops earlier than his impulse to put himself in another's place. Upon the full development of the former stage depends the full development of the latter.

(b) The culture of the imagination is a powerful aid in moral instruction ; first, as the power vividly to picture consequences—to put yourself in your own place later on (foresight) ; secondly, as the power to "put yourself in his place" (social imagination, sympathy).

(c) In using literature and similar material for purposes of moral education, the teacher should not violate the law of self-activity. The child properly resents having a moral drawn for him which he could draw for himself and he is the more likely to follow the principle which he himself discovers or formulates because it is his own.

(d) The most effective method in moral education is positive rather than negative. A mind filled with good interest, high ideals, and helpful

activities has no room for evil. Love is a stronger and better motive than fear.

II. THE TATA SCHEME.

It is now many months since the Government of India declared in their letter to the Local Government that the Tata scheme of a Research Institute should then go forward to a prosperous issue. The help which Government were prepared to give to the Institute was defined therein. The financial part of the assistance offered was evidently not all that the promoters of the scheme expected to get, and the limitation of it to a period of ten years and the Government's vague attitude towards the encouragement to be given to the alumni of the Institute would seem to have prompted further representations to the Governor-General in Council. Meanwhile comes the announcement that the Government of India have obtained the sanction of the Secretary of State to make large annual grants to the existing Universities amounting to Rs. 5 lakhs, and Central Science schools attached to each of the several Universities are spoken of as among the immediately possible developments of University activities in India. The question naturally arises, have these things any bearing on the Tata scheme ? It seems to us that unless timely efforts are made to co-ordinate the different impulses in the direction of educational efficiency, which are happily a feature of the times, some conflict and waste of power cannot be ultimately avoided. And the resources of the country are so small and public-spirited beneficence so scanty, that such a waste of material would be far more deplorable here than in countries where these accessories are comparatively more abundant. Under these circumstances we are not sure that it would not be for the general advantage if all or some of the Universities agree to concerted action in the matter of advancing scientific education in their respective spheres. One of the earliest and most obvious objections taken to the Tata Institute was that there may not be enough pupils to oc-

cupy its laboratories. This difficulty, so far as it exists, must be much greater in the case of separate schools of science for each province. And then the expense of furnishing five separate and comparatively small laboratories with proper appliances will be more economically incurred in establishing one or two complete laboratories, on a scale commensurate with the needs of an Empire. The benefits which are sure to result from bringing together the best intellects of the country in the pursuit of knowledge are not the least important to be derived from a central institution. There has to be considered, too, the chances of obtaining the best available scientific ability in Europe to direct the studies in these schools. A central institution can afford better pay and better scope for such men than provincial schools with their limited resources in pupils and material.—*The Times of India*.

III. EUROPEAN SCHOOLS AND THE NEW CODE.

We published some weeks ago an account of a Conference of European School Managers in the Punjab on the subject of the New Educational Code. The Conference came to the conclusion that the new Code marked an epoch in the education of Europeans in India, and promised to place such schools on a basis of efficiency and prosperity which has hitherto been far beyond the hope of the most sanguine. There is no room for doubt that the object with which the new Code has been framed is to improve the education given in the European Schools ; but there seems to be a grave doubt in the minds of many School Managers whether, after all, that aim will be achieved. It appears that in the United Provinces, at any rate, many of the School Managers are by no means prepared to endorse the optimistic view taken by the Punjab Conference ; in fact, it is not too much to say that what is known of the new Code has given rise to great anxiety. There is just a possibility that this attitude may be due to a misunderstanding of the principles upon which

grants will in future be made to European Schools, or to a want of knowledge how far the principles may be adapted by the Local Government to the special requirements of the several Provinces, and if any such misunderstanding has arisen it is important that it should be at once removed. It is difficult to see how the Managers of one Province can have been almost astonished at "the extraordinary generosity of the Government" while those of an adjoining Province fear the new Code foreshadows the speedy extinction of many of the European Schools. As has been previously explained the main point of the new Code is that the Government grant will in future be based, not upon the roll of scholars, but upon the roll of teachers. Government will contribute 50 per cent. of the total amount paid as salaries to properly qualified teachers, and the remaining half will have to be made up from school fees, etc. The new Code, as we understand it, promises, further, a contribution of 15 per cent. on the total amount paid in salaries. Out of the amount thus given, together with what may be left over of the school income after defraying their half of the salaries, must be met all miscellaneous expenditure. This on the face of it appears liberal enough ; but certain limitations are added which reduce the net amount eventually given. Perhaps the situation can best be described by taking as an example a school in which, let it be assumed that the fees paid for teaching amount to Rs. 6,000 per annum, and help received from charitable or other private sources to Rs. 1,000. Assume farther that this school has to pay in salaries, enhanced under the proposed Code, Rs. 15,000. Such a school, while apparently receiving from Government Rs. 9,750 (i.e., half salaries plus 15 per cent. of salaries), and holding a private income aggregating Rs. 7,000—a total of Rs. 16,750—would have left, for all other expenditure than teachers' salaries, Rs. 1,750, or Rs. 146 per mensem. A veteran School Manager who has probably as wide an experience of the work as anyone in India, expresses the opinion that such schools

as have a voluntary staff will score under the new Code; other schools will lose heavily. The special arrangements for the training of teachers are an excellent feature, and the increased grant for salaries is an immense improvement; but if the schools have to be closed for want of funds to meet incidental expenses, how will the teachers earn the grants? This Manager has calculated that the school with which he is most intimately acquainted would be able to carry on from existing reserves for about three years on the basis of the new Code as it stands, and would then collapse. Managers of other schools have come to similar conclusions, and altogether the outlook is regarded as very serious. We understand that a Provincial Conference will shortly be held to discuss the new Code, and it is most desirable in the interest of schools which have no endowment, and no voluntary staff to fall back upon, representatives of the Managers of such schools in these Provinces should have an opportunity of pressing the claims of their institutions.—*Bombay Gazette.*

ALLAHABAD UNIVERSITY CONVOCATION.

SPEECH BY SIR JAMES LA TOUCHE.

The annual Convocation for the conferring of degrees in connection with the University of Allahabad was held in the Hall of the Muir Central College on Tuesday afternoon, November 10th, in the presence of a large gathering of students, graduates, and European ladies and gentlemen. His Honour the Lieutenant-Governor, as Chancellor of the University, presided, and after the degrees had been conferred, delivered the following speech:—

"MR. VICE-CHANCELLOR AND MEMBERS OF THE SENATE OF THE ALLAHABAD UNIVERSITY,—I have no message from the Government to deliver to the University, but if on that ground I had absented myself from the Convocation it might be imagined that I cared little for the educational development of this Province, that I took but

small interest in the educational questions which are agitating and dividing thoughtful men, and that I failed to recognise the cordial relations between the Government and the University which have scarcely ever been interrupted during the past sixteen years. I propose, therefore, to examine in a short retrospect what has been effected in the past, and to note the growth of tendencies as a guide to action in the future.

"In 1886, the year preceding the foundation of the Allahabad University, the average attendance in Arts Colleges was 438, in 1903 it was 1,943. In the year 1902 the University examined 2,242 candidates, of whom 1,139 were successful; in the same year its great prototype, the University of London, examined 7,195 candidates and passed 3,787. Not a bad record this for a young institution when we remember what is the special function and aim of our University.

"Twelve years ago when speaking in this place as Chancellor, Sir Auckland Colvin drew a sharp line between instruction and education. The former was a means to an end, the latter almost an end in itself, viz., philosophy in the widest sense of the term and cultivation of mind. With the latter alone had the University any concern. He proceeded to say: 'In proportion as we lose sight of the central idea that the product of the University is the fully educated man, and that by the fully educated man we mean not the man of mere learning and acquirement, but the philosophically minded man—in proportion as we lose sight of that idea we are in danger of error and of the educational miscarriages which such error will produce. In proportion as we guard it we raise the University above the contending claims of the several professions and industrial arts: above the rivalry of competing theories as to the relative merit of instruction in arts or in science or in any other branch, and we secure for it that serene indifference to all, but cultivation of the intellectual life which is its high and unique prerogative.'

"Lofty thoughts like these claim homage to the end of time. We need not pause to inquire how

far such doctrine, however good in itself, is applicable to the conditions of a merely examining University; the doctrine itself has scarcely influenced the course of events. The aim of our University is not to turn out a small number of highly cultivated men; its aim is to develop the faculties of all its students so that all may become good citizens and useful members of a busy working society. We must accept the view of Sir Alfred Lyall that diffusion of knowledge rather than advancement of learning is under existing conditions the main function of our University. If this then be the function of our University, and if it does its work well, we need not criticise it because it does not do something quite different. It has been made a reproach to Indian Colleges that they have not fostered a genuine desire for learning, that the students seldom pursue learning for its own sake, but for the most part solely to acquire a degree, and the object of a degree is that it constitutes a qualification for Government service or a profession. It is said that no Indian student educated solely in India has yet produced a work of original merit in the subjects taught in our Colleges, nor has any of them adapted or applied the experience of the West to the development of the material resources of India. This criticism is undoubtedly just, but events are now plainly tending towards a change. Five years ago the University of London was an isolated examining board, without professors, students or Colleges. As newly reorganised it has 600 professors in eight different faculties, with 25 constituent Colleges and 3,000 internal undergraduates. It has become a centre of academic teaching and research.

"It is felt that our University should no longer be merely an examining body, but should take its proper place as an integral part of and indeed the crown of the whole educational system of the Province. By its School Final or Matriculation Examination the University stretches down its roots to the secondary schools, and connects itself with all other branches of educational work. Men are beginning to recognise the present B.A. degree as the culmination of a general education, as the dividing line between what Sir Auckland Colvin

called instruction and education, as a pledge and guarantee that the recipient is fitted to enter on and profit by higher studies.

"If this be so we are within sight of the time when the University may be called on to lead the way in the advancement of learning. That the University should undertake teaching work has been recognised by all my predecessors as a thing desirable in itself, but they doubted whether the time was ripe for the change. The subject of a teaching University has been examined by the Universities Commission, and the Hon'ble Mr. Raleigh in his recent speech introducing the Universities Education Bill suggested the possibility of forming classes for advanced study under the control of the University. If, however, the classes are small and scattered, we shall lose the healthy stimulus of discussion, of life in common, of the clash of mind with mind. We shall do but little towards the formation of character. We want to create an atmosphere of higher studies. Till this is done it is wild and impractical to expect research and its fruits. A measure of great value is, I think, the institution of studentships tenable for three years at a College which will enable graduates to pursue special learning. The students would be resident; some light duties, academical or tutorial, would be associated with the post, but it is intended that opportunities for study should be offered, and I hope that Government will be able to do something towards this end and that the example of Government will be followed by private liberality. The greatest need of the time, as it seems to me, is the endowment of readerships or studentships which will provide an opportunity to men of natural genius and ability, but of scanty means, to obtain the best theoretical and practical education that the country can give. It is men such as these who will pave the way for an advance in special studies.

"It will be generally admitted that in this Province there are two classes who have hitherto been reluctant to adopt English education. The first is that of the old established families, who are possessed of much influence and inherited wealth, the second is of those who represent the old learning. I remember well when the Colvin

School was started in Lucknow that many of the principal Taluqdars did not wish to send their sons to it. They distrusted English education. They preferred to keep their sons at home. But many influences have combined to work a change: I may mention railways, the newspaper press, the membership of the Legislative Council, improved arrangements in Colleges, and especially in the Aligarh College. It is most important to enlist the landlord class on the side of mental development. Young men of this class now come to our colleges, and if educated they can do much for the management and improvement of estates. If they take an interest in chemistry, especially agricultural chemistry, and in mechanics, they may do something for agriculture. They can help in starting industries. They gain a varied interest in life, and become at any rate better men and better members of society.

"It was chiefly for this reason that I decided to offer two appointments in the Revenue Department to graduates of the land-owning class. I wished to show that while Government values the old-established families with their self-respecting traditions and the respect which is readily rendered to them by the community, it desires to employ in high positions only those who are willing to develop their faculties. This offer of employment to graduates indicates the importance attached by Government to education, and will, I hope, tend still further to break down unreasonable opposition.

"And there is another class whom I would gladly enlist in the cause of progress in Western thought—the representatives of the old learning. If a true love and zeal for learning for itself is to be found anywhere in the Province it is to be found among the Pandits of the Sanskrit College of Benares. What is now wanted is to bring the methods and results of modern scholarship before the Pandits, so that they in their turn may add to the total of knowledge in the wide and varied field which is open to research. We require the teaching of a Sanskritist who has received a training in modern comparative science, and who at the same time has acquired a technical knowledge of some of the *Sastras*. Such a man would

be an interpreter between the old and new learning: in all directions new points of view would be opened up, and a real working school of research would gradually be formed.

"The Sanskrit College occupies a unique position. It teaches as well as examines, it has an established literary reputation, a worthy library, and a beautiful home. Last year there was an increase of 48 students reading in the College, and nearly 400 students from outside schools and patshalas presented themselves for examination. Many Hindu gentlemen, I believe, feel that their priests and *purohits*, who already gain a sufficient livelihood, ought to be men of a higher education than that to which many of them now attain, and there is a movement among wealthy patrons of the College towards such a development as I have sketched. There is a desire that Western research and Western philosophy be called in to aid in the interpretation and illustration of Indian thought. The first thing necessary, however, is by means of studentships to collect at the College Bachelors of Arts who are willing to prosecute Sanskrit studies.

"The time may perhaps come when the Mahomedan Anglo-Oriental College at Aligarh will be developed on somewhat similar lines. It has as much as it can do at present with English education, but it was part of the original scheme of its illustrious founder that Mahomedan Oriental learning should give light to, and receive light from, Western scholarship and research.

"So much I desired to say regarding higher education for the land-owning classes and the representatives of the old learning. But the mass of our graduates have to earn a livelihood for themselves, and if they are to be self-respecting and respectable members of society it is essential that they should be able to earn a reasonably sufficient livelihood. The new education, though it should not do so, usually unfits young men for the old walks in life. As a rule, they are not content to carry on the work of their fathers by improved methods: they seek to enter professions. But no country can in the long run maintain in its professions a greater number than the demand for the services of professional men requires. A

man of exceptional ability will of course always come to the front, but what we have to look to is the average man. Let us consider then what opportunities there are for making a livelihood open to the average graduate who seeks a career outside the old walks of life. In every country a complaint is heard that professional openings are few, and that the avenues towards them are already crowded.

"In this Province the public service is practically recruited only from men who have passed at the lowest the School Final or Matriculation examination, but Government appointments are necessarily limited in number. The profession of teaching is one that is certain to offer in the future increased employment and better paid posts. The oldest Universities of Europe were founded for the teaching of law and medicine. In law and in judicial appointments our graduates have a monopoly, but though there are many prizes in the profession, the competition is severe, and the average man finds it difficult to rise.

"In the medical profession there is much room for development. At present we possess an excellent Medical School for Hospital Assistants, but its main object is to provide qualified men for the public service, not to promote education. For the higher grades of the profession we are dependent on men who have studied at Calcutta or Lahore. There is the question of the establishment of a Medical College at Allahabad: the scientific studies at such a College would have a far-reaching effect, and it may be hoped that men educated at the College would take the place of ignorant empirics, who thrive by advertising themselves to the credulity of the public. But a large model Hospital would be necessary besides special professors, college buildings and hospitals; and the financial difficulty alone would prevent the University taking any step in this direction unless it receives liberal aid.

"There are two principal ways in which the demand for educated men will be extended in the future. First by the gradual elevation of the intellectual standard of the people. In Europe there is a large reading public; and literary work of all kinds provides much remunerative occupation.

Here there is no reading public. In this matter the Government fully recognizes its responsibility to educate the masses and lead the whole community by easy gradients up the steep slope of intellectual progress. At one time it was thought sufficient to give higher education to a small minority. Knowledge it was thought would filter downwards. We now see that improvement in primary and secondary instruction is the indispensable preliminary to improvement in higher education. The broader the base the larger is the superstructure that can be reared, the more room will there be on which the highly educated man can stand. The last report on education in this province is encouraging. Everywhere there is a demand for primary instruction: the enrolment of scholars in primary schools increased by over 48,000 in the year, and the additional expenditure incurred on primary schools was fully justified. Such instruction is the first charge upon the public purse. The pay of teachers has been raised: the inspecting agency has been strengthened: normal schools have been extended: the curriculum is under revision. In all these ways steady progress will, it is hoped, be secured.

"Secondly, the field of employment for educated men will be extended by the development of industries. Technical education, as distinguished from technical instruction in schools for artisans, enables a man to apply scientific knowledge to industrial purposes. Its object is to convert general scientific knowledge into economic values, and to produce pioneers of economic progress. But it is necessary to correct some very loose ideas that are afloat on the subject. The example of Germany is frequently quoted as that of a country which from being agricultural has made herself industrial by means of her technical high schools. Nothing could be further from the fact. There is now a large literature on this question especially in consular and other reports. It is proved that technical education in Germany followed industrial development and did not create it, and that in times of commercial depression technical education languishes. It is found that students who arrive at the technical high schools without a good previous general education

cannot assimilate the special technical teaching. Germany has been successful, because, on the occasion of an industrial development, technical and scientific training was based securely on the foundation of a general mental development. Here no doubt will be a great opening for our graduates, but we must always remember that science will not be applied to industries merely because the number of scientific experts is increased. Industries must first be developed, there must be a demand on the part of the manufacturer for the expert. The class-rooms of our Colleges can give the necessary scientific training, but it is in the workshop and the factory alone that the expert can apply his knowledge, work out the commercial profitableness of a process and learn the art of securing it. There is no difficulty in increasing the supply of scientific experts: the difficulty is in creating the demand for them.

"The German technical high schools teach mechanical, electrical, civil, naval and mining engineering, chemistry, pharmacy, architecture, metallurgy, forestry, and industries connected with agriculture. Of all these the most hopeful perhaps for this province are the industries connected with agriculture. It has always been a regret to me that a successful industry like that of the farm for dairy produce in this station and in Aligarh has not been taken up by the people of this province. There is an unlimited demand for *ghi* and other dairy produce. The process of manufacture is capable of immense improvement, the study of suitable fodder plants has great economic value, but modern science is of no avail unless there is an industry to which it can be applied.

"The consideration leads me to a general truth which is daily proved in all departments of business, that solid success is best obtained by the co-operation of expert and practical minds. We want the expert to turn on new light, to advise and to inspire, but we also want men of practical business capacity to watch the ebb and flow of business currents, to mark the tendencies of the time and direct the energies of the experts into profitable channels.

"In educational matters with which we are specially concerned this principle is equally valid. The University is an independent body, but its Senate should contain men of practical wisdom and broad views as well as learned experts. Again for our schools we have experts in the officers of the Department. But they would be the first to recognise the value of the advice of thoughtful and educated men, who are conversant with practical affairs, and who though not experts are interested in education. The problem is how to bring together the two classes of minds. At present the public is in the dark, in the absence of a proper educational code. Such a code has been long under preparation, and will, I trust, soon be ready for publication. It would probably be well if an *Educational Gazette* were published, which could be used as a medium for eliciting public opinion before final orders are passed, just as draft rules under the Acts of the Legislature are published previous to final issue.

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the purity and efficiency of the Provincial Administration by the introduction into it of men trained in our Colleges. For professional and commercial life also our Colleges are acknowledged to have provided men of greater intelligence, industry, integrity, and capacity for work. This testimony I can fully endorse. It points to a great gain, and indeed if our English education had not this effect, why should any of us wish for it? I believe that it teaches self-respect and independence of character. I welcome activity and discussion as notes of life fruitful of good in the future. I think too that in this Province the tone of discussion has improved. There is not that readiness to impute base motives which deprives criticism of any value that it might otherwise possess.

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position of Chancellor of the University of Oxford—one of those dignified and easy posts the advantages of which are only felt on great ceremonial occasions or when there is a subscription list to be headed. There are no candidatures, properly speaking; but great men are nominated without actually soliciting support. On the present occasion there were at first fully a dozen Richmonds in the field; but everything pointed to the success of Lord Goschen, whose high academic distinctions have almost been forgotten in the blaze of his eminent public services. But several prominent Liberals, at the ninth or tenth hour, decided to nominate Lord Rosebery, and a contest, full of interest and spirit, was eagerly anticipated, when Lord Rosebery, prompted no doubt as much by his native generosity of spirit as by a desire to do a friendly act to a most powerful ally in the coming fiscal struggle, gracefully withdrew, and left Lord Goschen to what is called in sporting circles a 'walk over.' It is interesting that, whereas Oxford is so Tory, and the election is usually decided on political grounds, no Protectionist peer stood a chance from the first.

To the practical teacher perhaps the two most important changes of recent years have been the growth of essay-work or English composition, and the dethronement of Euclid as the text-book of geometry. We are now, perhaps, able to sum up the results of these changes. English composition is now, we may say, a compulsory subject in almost every form of almost every public school in England; and a large number of text-books on the subject have had a very decent sale. Yet the results are not startling. Boys are hardly more distinguished for accuracy of style than they were before. It has long been admitted, as Dr. Abbott pointed out long ago, that it is impossible to teach boys to write well; and it is to be feared that what Dr. Abbott regarded as quite possible, namely, to teach them to write clearly, is equally hopeless. The fact is that the everlasting difficulty of time intrudes itself here as everywhere else. Adequately to teach so knotty a subject as composition, the master must be able to devote at least a quarter of an hour, in personal interview, to running over the essay with its youthful author. The mere marking of errors, in blue pencil or red ink, is of no use; for boys have an unlimited capacity of inattention. But where is the over-worked master, with a form of thirty, to find the leisure for such work as this? I have known a master who tried it; and in two months he was ordered a term's rest by his doctor. Those who know the difficulty of teaching boys will admit that no subject is so hard as this, and that none demands such close and personal attention.

As to geometrical teaching, the difficulty is of a different kind. A number of competing text-books, as many as the suitors that came to Belmont to seek Portia, with different propositions, different arrangements, and totally different ideas of what constitutes proof, woo the perplexed teacher. Some of them, like the new 'Hall and Stevens,' stick pretty close to the deposed Euclid, and are in fact like the Jacobites of the banished monarch; others, like the book of Mr. Baker of Cheltenham, occupy an intermediate position; and yet others, like that of Mr. Fletcher and Dr. Lachlan, are so utterly different from Euclid, both in style and substance, that they might almost be dealing with another science. But all, in greater or less degree, according to the idiosyncrasy of the author, illustrate the present vogue of an empirical study of geometry; they give exercises in measurements, and endeavour to induce the pupil to convince himself of the truth of their theorems by foot-rules and pairs of compasses. Professor Perry, indeed, goes further than any of them. He advocates empiricism to an extent that might make Euclid turn in his sarcophagus or jump out of his funeral pyre—whichever be his place of abode. Professor Perry recommends that the pupil for a year or two should be content with measuring the equality of the sides of an equiangular triangle, or with a mere visual perception of the truth of I-26. Parallel with all this is the increased importance attached to 'graphs.' Altogether, the sublimated kindergarten method is now in vogue; and instead of 'Quod erat demonstrandum' we must write 'This then may be supposed to be true.' The case of Laputa is reversed: we no longer make trousers by geometry, and we deal with angles by a tailor's tape. Meanwhile, the boy shows no increase of affection for the subject; he detects the pill in the sugar as certainly as ever.

The Mosely Commission, which has been out to America to investigate American methods of teaching, has had the 'good time' that was to be expected. The Americans are nothing if not hospitable; and from Prince Henry of Prussia down to a prize-fighter, they know how to feast their guests. The Commission has had plenty of high living; it remains to be seen whether it has done some hard thinking. So far, it would seem as if there was little to learn from American methods; but, on the other hand, the American character is such that with bad methods or with none it would contrive to succeed. But this we know before: it is to be hoped that the Report of the Commission, when published, will give us some precise and useful information.

CONTEMPORARY EDUCATIONAL PERIODICALS.

I. Indian.

Indian Education speaking of the new Bill says:—As regards the Fellows we express a pious hope that they will be chosen with care; and that the dignity will not be made a minor reward for people without educational interests. If this precaution is observed, we think they ought to hold office for life, unless they absent themselves from meetings for more than a specified time. There is a danger that, from the point of view of the "constituent authority," the process of periodical re-appointment will become in some cases a mere formality, in others a source of irritation. Besides, this quinquennial re-election, though certainly not meant to be, looks like too jealous a restraint on individual speech and opinion; and it brings no compensating gain.

If the Bill takes something away from the Senate, it leaves it something of first rate importance, the control of curricula. With this in their hands the Senate are not an unimportant body; though they will lose that control of the Colleges which they have in some cases exercised in so lax and inefficient a manner.

There is some sound criticism of the English text-books prescribed for Bombay University Examinations.

The Madras Christian College Magazine for November leads off with an interesting article on 'Sri Ramanuja's Life and Philosophy' by Mr. R. Narasimha Moorthy, M.A. Canon Sell discusses 'The meaning of the word *Islām*' and finds it to be "the formal performance of certain outward duties." Mr. R. V. Krishnan contributes a paper on 'Thackeray the Novelist' which displays little or no originality, though it is a useful piece of work from certain standpoints. The 'Notes of the Month' argue the question "Reform or Progress?" and decide that they are complementary. Among the 'Literary Notices and Notes' is a very competent review of the volume *Land Problems in India*.

The following is from the *Amrita Bazar Patrika*:—

Mathematics does not pay, and that is one great reason why India has not produced great mathematicians of late. A student, who betrays mathematical genius, is sternly rebuked by his guardian, and compelled to adopt a profession which will provide him with food. The Hindus ought to occupy the foremost position in mathematics, for it was they who brought the decimal system,

Algebra, and the higher analysis into existence. The "Pioneer" is pleased to refer to the works of Dr. Ganesh Prosad of Ballia (the town in which the Hindus suffered so much during the cow-riots), in a spirit of ardent sympathy. Our contemporary says that Dr. Ganesh Prosad's is "perhaps the most valuable mathematical paper, which an Indian student has produced up to the present time." Perhaps our contemporary is right. The maximum and minimum of Professor Ram Chandra of Delhi showed original research. Dr. Ashutosh Mukerji's research shows also originality. The other day Babu Sarasi Lal Sarkar, M.A., secured the Elliott Prize for his "Theory of Numbers," in which he had carried it to an extent never before attempted by his predecessors. Mr. Paranjpe has no doubt obtained distinction, but he has to sustain it by original research.

The Indian Social Reformer speaking of Modern Tamil Literature says:—

If the rapidity with which a literature in the Tamil language on modern lines is being built up be an index of the growing taste of the Tamil-speaking population for modern ideas conveyed through that literature, social and domestic reform will be facilitated to an appreciable extent. It is pleasing to note that the builders of such literature are almost invariably men who have had the benefit of an University education which, with all its faults has still been a powerful influence on the side of truth and justice. Most of the publications, which have been issuing for some time past from the Tamil Press, belong to the region of fiction—but fiction which presents before the reader's eye his social and domestic surroundings, particularly the nooks and corners thereof which in the whirlpool of daily routine are neglected and overlooked by him. There are social customs and domestic arrangements which need only to be portrayed in printer's ink to bring home to an unsophisticated mind the necessity for a change. It is, however, true that most people do not or cannot act promptly on their intellectual conviction; but to spread such convictions widely is in itself paving the path of progress and even a single man who acts on such conviction is a distinct acquisition. And if the vernacular reading public is thus approached, the wheels of progress will roll on with much less noise than at present. We do not ignore, however, that class of writers who act the patriotic part of representing that everything that is, is for the best, in Hindu society and in the Hindu home. Of this class, however, one does not hear much nowadays.

We have also before us *The Hindustan Review*, *The Indian Ladies' Magazine*, *The Indian Review*, *Indian Education*.

II. British and Foreign.

The Journal of Education.

The last two Education Acts provide material for three "Occasional Notes" in the *Journal of Education*. That success may attend the attempt to postpone the operation of the London Act till 1905, is hinted in the first of these paragraphs; in the second it is pointed out that in so far as it provides for even a minority of representative managers in non-provided schools, the 1902 Act actually introduces the thin edge of the wedge of popular control; and in the third the editor once more expresses surprise at the progress of the passive resistance movement. "With deep regret we are now compelled to the conclusion that the Education Act can never be carried out effectively while a large proportion of the population remain hostile to its clauses." Our contemporary's comment on the new Lord President of the Council's appointment deserves quotation: "Like his predecessor, the Duke of Devonshire, Lord Londonderry will also retain the office of President of the Board of Education. The never excessive interest that he has shown in educational problems will now presumably be halved."

In the Jesuit schools teachers were promoted downwards so that the youngest children had the benefit of the most experienced teaching. To such an extent is this principle unrecognised to-day, says F. B. L., in her article on "The Danger of Specialisation in the High Schools," that the tendency in girls' high schools is to subordinate everything to the sixth form—and in particular to the few who are going in for scholarships. The disadvantages are many. Take the following by way of illustration. "Consciously or unconsciously, the time-table is really planned on the assumption that the girls in the highest form are going to specialise. Those who have assisted at mistresses' meetings, and heard discussions on the syllabus to be drawn up in a particular subject for the whole school, know the guiding principle in such is too often not 'how much can the girls in each class work through satisfactorily?' but 'how much can they be made to get through so as to arrive in the sixth, capable of entering for a particular scholarship?' Such a principle would be very questionable, supposing the majority of pupils were going to enter for such an examination; but when, as has been stated, only some 5 per cent. do this it is difficult to see how it can be defended. For mistresses are constantly

unable to get through the appointed work, except by cram, and whether they get through it or not, the result would appear to be equally bad. In the one case the pupil is overworked and in the other she omits altogether certain periods of history or matters of geography, etc."

In "Discipline or Government" Miss Hodgson maintains (with Herbart as witness) that the alleged perfect discipline of primary schools is not in the highest sense of the term discipline at all, but simply "government." "This is no matter of verbal quibbling. Other terms might, no doubt, be found for both; but no amount of naming will ever make the forcible reduction of a human being to a state of temporary outward order and the gradual formation of will-power into a guide which at last enables an individual to act rightly, when he is what is called 'alone,' identical achievements." The *Journal of Education* also contains a model form of agreement for Assistant Teachers in secondary schools, with annotations.

The Educational Times.

Scotland is expecting an Education Bill, and the Educational Institute of Scotland has formulated its ideas of what such a measure should be. The leading article in the *Educational Times* deals with the Institute's proposals, with general approval; professional opinion in Scotland seems strongly favourable to the *ad hoc* election of local authorities. The dearth of elementary teachers is the subject of a paragraph in the "Notes." This is strikingly manifest in London, where a recent advertisement for seventy teachers in one division only evoked a single application. The result will probably be the same as we are seeing in the secondary schools—the offer of higher salaries—although elementary teaching is not badly remunerated even now in comparison with other branches of the profession. Two College of Preceptors' discussions are reported in this month's *Educational Times*; one on the teaching of elementary geometry, the other on rewards and punishments in schools.

The School World.

The graduate candidate for the secondary column of the Register must in the future have passed a year either as a training-college student, or as a student-teacher in a recognised school. The respective advantages of each of these courses are discussed in this month's *School World*. The conclusion reached after a most judicious survey is that both methods are identical in essence, though they start from different points. Both provide theory and practice, but in the case of

the student-teacher theory hinges on practice, and in the training colleges practice on theory. Each system has its characteristic danger—the colleges are inclined to be doctrinaire and idealistic, in the schools there may be a tendency to be too easily satisfied with present methods. But it is pointed out that each system may be easily modified towards the other; under these circumstances the writer of the article seems inclined to vote for the student-teaches plan.

"As a rule the educational world entirely refuses to take school music seriously" is the explanation given in an article on "The Place and Value of Music in School Work" of the neglect of this subject in the public schools. The writer deplores this neglect on many grounds: first he suggests, for the sake of the school itself, that the encouragement and maintenance of strenuousness in all departments of school life is a characteristic of vitality; then he urges, for the benefit of society at large, that there is here a remedy against the somewhat limited individuality of their ordinary products with which the public schools are often reproached; thirdly, boys with a latent artistic faculty are often seriously wronged by lack of facilities for its development; and finally, "music intelligently taught may be made a means of education second in effectiveness to few, if any, other subjects." A comprehensive plea in truth, and one deserving consideration. It certainly seems strange that while in the elementary schools the teaching of at least vocal music is universal, the whole art is generally neglected in the higher schools—yet it is not many centuries ago that some musical proficiency was part of the *differentia* of an English gentleman.

Dr. Bryan writes in the *School World* on "Some Common Text-Book Errors in Dynamics,"—as usual with humorous perspicacity. The following extract will give an idea of his style:—"It is in connection with the parallelogram of velocities that the conventional treatment, involves assumptions which common sense shows to be absurd. A man cannot be in two places at the same time, and velocity is rate of change of position; *ergo* he cannot have two different velocities at the same time. Yet we find the beginner confronted with the statement that if a moving point possesses simultaneously two velocities represented by two sides of a parallelogram, these are equivalent to a single velocity represented by the diagonal. Now, a man who wished to travel from London to Oxford, and also wished at the same time to travel from London to Cambridge, might effect a compromise by going by L. and N. W. R. to

Bletchley, but he would find that this journey was in no sense a satisfactory substitute for travelling either by G. E. R. towards Cambridge or by G. W. R. towards Oxford, let alone for the two journeys taken together."

As an experienced Oxford tutor and a delegate of Local Examinations, Mr C. H. Sampson writes with authority on "Influence of Examinations on Education." He does not suffer from the fashionable horror of the whole exam. system, but regrets the effects of undue devotion to it—especially as evidenced in the ignorance of everything outside their own subjects exhibited by candidates for mathematical and science scholarships at Oxford. Other notable features of the *School World* are a further exposition of Sir Oliver Lodge's views on "The teaching of Arithmetic," in the form of a lengthy review of a book on the subject, and articles on "The Ideal Reading Book," by Mr. A. Rurrell, and on "Glass-Ware for Chemical Laboratories," by Professor J. B. Coleman.

From the latest issue of *Secondary Education* we learn that the Private Schools' Association enlisted seven hundred and seventy new members during the academical year. The number also contains Dr. Cecil Reddie's impressions of the Educational Section of the British Association, and much other interesting matter. In the correspondence column "X. Y." complains that with a view to getting his school "recognised" he paid the guinea fee and submitted to inspection in June, but has not yet been informed whether recognition has been accorded or refused.

The educational press in England has maintained a severe silence on the subject of Esperanto, complains Mr. Stead in a *Review of Reviews* report of the first year's progress of the new International Language movement. "In other countries it has been the teachers who have inaugurated the movement. Here it is just the opposite. Some say, 'Well, teachers as a body are indifferent to anything outside their parish.' I do not think this is true; and I herewith challenge educationalists to prove its untruth. Two individual teachers have told me that they ignore Esperanto for conscience' sake. They are sure English is to be the world language, and they dare not hinder that by enquiring into the claims of Esperanto. But Esperanto is not intended to be a world language, only a sort of international mental coin, useful for exchange purposes as money is by most considered to be superior to barter. Hitherto we have used the barter system—'Here is my English; I take your French,' etc. In the future let all nations agree upon a medium

for exchange of ideas, just as merchants have a medium for exchange of money. Educationists are always complaining that their scholars have no time for the study of their mother-tongue. The complaint is a just one, but if once an auxiliary language were settled upon, the time now spent upon the complications of foreign grammars could be devoted to Shakespeare and other grand English writers."

In the November *Educational Review* (New York) are three essays by women librarians on "What do teachers read?" It is impossible not to have some sympathy with the critic who suggests that one might as well ask what do librarians think, what do bankers drink, what do clergymen smoke? Every teacher is, after all, a man—or more often a woman. But the results the three writers have reached are not uninteresting. In one case, it was found that out of seventy teachers questioned "only one had read a humorous book"! Here is some more about the seventy teachers' reading which shows them as very human:—"I asked each teacher, if he had only his own inclination to consult, what particular line of reading he would do, and some of the answers were surprising. One teacher who had read only fiction for the last six months preferred nature study; another who had read only fiction and literature, preferred books on art. Of all the books read one per cent. of the reading was history, yet eighteen out of the seventy teachers say that history is their favourite subject. Sixty-one per cent. is fiction, yet only seven claim to like fiction best. Fifteen per cent. is literature and sixteen care most for that subject. Seventeen per cent. is science and only six say they prefer science. In this, I think, love is sacrificed to duty."

In 1,200 cases of withdrawal from school examined by the Boston Supervisor of Schools it is reported in the *Educational Review* that 37 per cent. of the girls and 8 per cent. of the boys left through ill health. Nervousness and failing eyesight were the prevailing complaints. On the other hand only two per cent. of the boys and no girls left owing to their bad habits—and these bad habits, as reported, were limited to cigarette smoking and the reading of light literature. The *Educational Review* also contains a flattering American estimate of the Report on Education in the U. S. in vols. X. and XI. of our "Reports on Special Subjects"; and an outline with suggestions of the curriculum of the new Columbia University School of Journalism."

The *Kindergarten Review* (Springfield, Mass.) for November contains a valuable article on

"The Place and Function of the Kindergarten in the Public School System," and a contribution by Professor Earl Barnes on "the Play of the Mind." In the Editorial Comments some of the absurdities perpetrated in the name of Kindergartenism are duly exposed.

Reviews and Notices.

The Teaching of Scientific Method and other Papers on Education, by HENRY E. ARMSTRONG, F.R.S. Macmillan & Co., pp. xiv, 476. Price 6s.

It will be remembered that Dr. Armstrong created a considerable stir in the educational world by the papers which he read before the Educational Science Section of the British Association at its Belfast meeting in 1902. In this volume that address with many others is included and the scope and aim of the whole collection will best be gathered from the following extracts from the author's Introduction:—

"The publication, in a collected form, of the papers included in this volume may not be without value at the present critical juncture of educational affairs—when so many serious attempts are being made to bring our school system into harmony with the times and to improve the methods of teaching.

The earlier articles are didactic: in these I have sought to give reasons for the introduction of scientific method into all schools. The later articles are constructive; they contain the suggestions which, from time to time, I have ventured to make for the improvement of the methods of teaching elementary physical science. Whilst the former may be of interest to the general reader, the latter will appeal more to the specialist.

In advocating the introduction of scientific method into schools, still more in advocating that teachers generally should have mastered the experimental method and be able to assume the attitude of the investigator, I know that I shall command the support of few—simply because, at present, so few can appreciate what is meant by such expressions. And yet it is very necessary that they should be understood by all. It is the office of the teacher to carry his pupils forward, his success depends on the extent to which he displays individuality; and the one all-potent means of developing a constructive and imaginative habit of mind is to engage in inquiry. The teacher who acts merely as the mouthpiece of others is only fit to train parrots and can only exercise a narrowing influence on his pupils. Man is by

nature a reasoning being and needs to be treated as such; but unfortunately, in the past, this fact has been more honoured in the breach than in the observance.

In the course of a century or so, the introduction of the experimental method has led to the most extraordinary advance in knowledge; the infinite beauty of natural objects and phenomena have been disclosed to us; control has been gained over natural forces, and the engineer has acquired dominion in consequence. But, as yet, no organised effort has been made to put our youth in possession of the new knowledge—to enable them to grasp its meaning and importance and to make use of it: forced still to concentrate their attention on pious Aeneas and on Cæsar, they hear nothing of the great engineers, of Black, Cavendish, Dalton, Darwin, Faraday, Lavoisier, Liebig, and many others, who in modern times have made the world of to-day what it is.

While the classes which formerly stood out as cultured are falling behind, a new intellectual order is arising, comprising the workers in various branches of science and engineers—men of deeds rather than of words, who are all striving to go forward and to give peace to society, true missionaries in the cause of progress. However much their work may be delayed by ignorance, they will eventually conquer, as they have no selfish ends and are bent on bringing mankind into intimate touch with nature.

Hitherto our schools have been too much in the hands of men unpractical by habit and too often unpractical by nature—trained to dogmatic beliefs, and therefore without the freedom of mind which is absolutely essential to the teacher. Consequently education has had little reference to the wants of the world. Until practical men and women are put in charge of our schools, there will be little progress—there are enough cases of success already to prove this to demonstration.

Teachers such as we need will not be forthcoming, however, unless the Universities take a far broader view of the situation than they have done heretofore. It will not suffice to supplement the ordinary degree course by a year's study of pedagogics—although such study will have its value. Talking will not make teachers—little more than the mere tricks of the trade will be learnt in the practising school: real teachers will only arise when the training given is such as to develop thought power and some understanding of the art of experimental inquiry."

We have little to add to these remarks. In India as in England education has been far too bookish, too much concerned with words instead

of things. And yet there is a scientific method of teaching even the classics. There is also, we think, still room for the good text-book to play a useful and important part in school work. Nor should examinations be indiscriminately abused and condemned. With these reservations however we must unite a hearty counsel that teachers will get hold of this book and use it. It is readable, it is mostly true, and it is exceedingly stimulating.

The Life of the State, by GERALDINE HODGSON. Horace Marshall & Son, pp. 239. Price 2s. 6d.

"I think it every man's indispensable duty to do all the service he can to his country: and I see not what difference he puts between himself and his Cattle, who lives without that Thought." The chapters that comprise this book were first given in the form of lectures to schoolgirls; they are now offered to a wider audience in the hope of inculcating the 'indispensable duty' which Locke speaks of in the quotation which the author has chosen as the motto of her book. This purpose is attempted by means of a collection of material supplementary to that given in school histories and dealing with the growth and present working of the various departments—legislative, executive and judiciary—of the English constitution. This main part of the book however is only reached about half-way through; the first moiety (as Beaconsfield would have said) being taken up with a discussion of 'The City States of Greece and Rome' and a summary of the eight centuries of mediævalism in Europe. Altogether we have here a very interesting book, surprisingly though not absolutely, free from errors of fact. We say surprisingly because in a volume covering such a range, perfection is unattainable. Readers of this journal are already familiar with Miss Hodgson's versatility, and they will be thankful thus to have 'within the covers of one book matter which hitherto at the cost of considerable time and labour must have been collected from many books.'

We are pleased with the binding of the book and the large clear type that has been employed. It would have been more helpful, however, had the sections or paragraphs been provided with appropriate introductory lines or titles; and if the monotony of the present headline had been varied. At present it is impossible to deny that the book leaves on the reader an impression that he with the author has been discursively meandering in by-paths and meadows instead of pro-

ceeding steadily along a highway of knowledge well provided with milestones and finger posts.

Longfellow's 'Evangelist', with Introduction and Notes, by H. B. COTTERILL. Macmillan & Co., pp. xlvii, 92. Price 1s. 9d.

We are glad to see that Mr. Cotterill has followed up his edition of *Hiawatha* with the present volume in Macmillan's English Classics. There are few authors better adapted for school use whether in England or India than Longfellow, and worse things might be done than to set him for the Matriculation Examination as in former days. In the book before us the editor begins with a brief sketch of the author's life in which he reminds us of his great hope and failure, the trilogy *Christus*. From the 'Remarks on Evangelist' we learn that the poem was begun in 1845 and published in 1847, the original title having been *Gabriel*. Extracts from the poet's diary show how much pains and thought he bestowed on this production which met with great success though not equal to that later attained by *Hiawatha*. There are some useful pages on Longfellow's use of the hexameter in which, following Holmes, our editor justifies the poet's selection, his success, being due less to any enthusiasm which he felt for the measure than to the delicacy and infallibility of his sense for the music of words, and to the immense care which he expended on his verse. A 'Historical Note' and a chapter on 'The Acadians' complete a very serviceable introduction. The 68 pages of text are followed by 24 pages of notes which most will agree is a very sensible and just proportion.

Trade and the Empire—graphically represented by 56 Coloured Maps and Diagrams: Longmans, Green & Co. (for George Philip & Son). Price 1s.

It is an ill wind that blows nobody good, and if the benefits of Mr. Chamberlain's proposals are confined to the publishers it will be something. We have here a large sheet about the size of a wall map, on which the maps are designed to graphically represent the fundamental facts which will determine our future fiscal policy. The coloured diagrams show the trade between Britain and the rest of the world, colonies being distinguished from foreign countries. Every device of the cartographer has been requisitioned here with very good result. One certainly derives

information more speedily and surely from looking at these maps than one would from many an hour's poring over the lists of productions, imports and exports usually given in geographies. The statistics are taken from Board of Trade Returns.

We heartily welcome the new edition of Freeman's *Historical Geography of Europe* and the companion *Atlas*, (Longmans, Green & Co., 19s.) the more so as they are edited by Prof. Bury. It has almost been worth while writing to get this boon and those who have been lamenting that the work was out of print may now rejoice with more than corresponding vigour. Prof. Bury has not considered his author's text to be sacrosanct but he is on the other hand no unnecessary meddler. Of the book itself there is happily no need to speak, its merits are so well known. In this new form it will continue to hold its premier position.

Mr. Natesan sends us a timely pamphlet on *Lal Mohun Ghose and His Work*, by 'One who knows Him.' We have to thank Messrs. Macmillan for a perfect copy of Gummere's *Beginnings of Poetry*, referred to in last month's issue.

We have also to acknowledge the receipt of *English Men of Letters: Fanny Burney*, by Austin Dobson. (Macmillan & Co.) Price Re. 1 As. 8.

Green's Short History of the English People. Part 36. (Macmillan & Co.) Price 6d.

Elementary Geometry, by F. R. Barrell, M.A. Section II. (Longmans, Green & Co.) Price 1s. 6d.

Indian Educational Notes.

MADRAS.

OFFICIAL NOTIFICATIONS.

Dr. Alfred Gibbes Bourne, F.R.S., Professor of Biology, Presidency College, to be Director of Public Instruction and Commissioner for Government Examinations.

Mr. Mark Hunter, M.A., Principal, Kumbakonam College, to be Principal, Rajahmundry College.

Mr. Herbert Spencer Duncan, M.A., Principal, Rajahmundry College, to be Principal, Kumbakonam College.

The above appointments to have effect from the date of return from furlough of Mr. H. S. Duncan.

In the Trivandrum College Mr. Lepper's place has been taken by his Assistant, Mr. K. V. Rangaswami Aiyengar, M.A., and the post of Assistant has been given to Mr. C. N. Krishnaswami Iyer, M.A., L.T., of the Coimbatore College.

Mr. V. V. Parameswara Aiyar, Proprietor of the Native High School, Palghat, proposes to raise the institution to a second-grade College.

Rev. E. A. L. Moore, Acting Principal of the Kottayam C. M. S. College, who was seriously ill, is making a slow but steady recovery.

The Tellicherry correspondent of a Vernacular contemporary learns that there is a proposal to secure the services of an European Principal for the Brennen College.

The prize distribution at the Hindhi Female Seminary, Black Town, took place some time ago. Dr. S. Palney Andy being in the chair. The Manager, Mrs. R. Samathanam Ammal, read an interesting Report in which she said that the fact that within the first year of its existence no less than 130 pupils had been enrolled and that the school had already been recognised by the Educational Department as a Lower Secondary School proved the need of such an institution in Madras. The Chairman complimented the Manager and the teaching staff on the excellent instruction given in the school.

THE REV. F. W. N. ASKWITH and Mrs. Askwith have returned from their holiday in England and the former has resumed charge of the Principalship of the C. M. S. College at Kottayam.

HIS EXCELLENCY THE GOVERNOR IN COUNCIL is pleased to appoint, as Fellows of the University of Madras, Mr. V. C. Desika Chariar and Mr. V. Krishnaswamy Aiyar, the candidates who secured the largest number of votes at the election held at the Senate House on the 7th instant.

The following particulars regarding the cost of the Mysore Government Examinations contained in the latest budget estimates submitted by the Commissioner for Government Examinations, Madras, will be found interesting:—

	Rs.
Government Examinations—	
Technical Examination	13,300
Upper Secondary Examination	3,200
Handwriting and Dictation Test for Undergraduates	9,500
Medical Entrance Examination	1,200
Special and Salt and Abkari Tests	23,000
Salt Competitive Examination	51,300
Lower Secondary Examination	41,500
Primary Examination	

The Inspector-General of Education in Mysore has raised the status of employers in high schools considerably, so that now many of the headmasters rank as graded officers in the Assistant Commissioner class. The result has been a considerable improvement in high school education. He is now busy trying to raise the standard of Vernacular education, by having only thoroughly trained teachers. There are three Normal schools in the province, one each at Mysore, Kolar, and Shimoga. The following number of teachers in Government employ will be selected as stipendiary students from the various districts in January 1904:—

Bangalore	Kanada Teachers	Hindustani	
Kolar	do	do	2
Tumkur	do	do	2
Chitaldrug	do	do	2
Shimoga	do	do	4
Kadur	do	do	2
Mysore	do	do	5
Hassan	do	do	3
Total	61		24

Students from the first three places will join the Normal school at Kolar, those from the next three the Normal school at Shimoga, and those from the last two, the Normal school at Mysore. The Normal school admission examination will be held at District Headquarters, in the various high schools, on the 20th of the month.

If teachers absent themselves from the examination without good reason they are to be punished, and if they fail badly in the examination they will be suspended until they pass it.

A STEP in the right direction has been taken by the Mysore Durbar, to afford facilities which do not exist in Mysore, in the case of industries for training, by awarding scholarships to selected applicants, on condition of their undergoing training in the School of Arts, Madras or Bombay, or other Institutions. Instead of frittering away money on small workshops in different places, in the State, on petty industries, it is desirable, a correspondent suggests, to have a well-equipped and well-managed Technical School in Mysore or in Bangalore, similar to the Training schools now existing in Madras and Bombay.

THE overhauling of the relations between the university and the colleges is, writes a correspondent, one of the most important steps arrived at by the proposed legislation. As regards Native States, including Mysore, it is hoped the effect will prove beneficial both to the States and their students. Instead of having too many colleges in one and the same Native State ill-manned, and ill-managed and incomplete as regards the different branches of teaching, the university should see to each first-grade college in a Native State being duly provided for, without compelling students to leave their usual residences and to seek their training elsewhere. For instance, the Bangalore and Mysore Colleges ought

to be complete as regards the different branches of Literature, Science and Art. The amalgamation of the two colleges into one, so as to make the teaching in it complete, effectual, and suitable, to meet the general requirements of the students of the State, without their having recourse to colleges in Madras or elsewhere, would be a great desideratum.

THE annual Social Gathering of the Presidency College Literary Society took place in the lower Hall of the College. Among those present were the Hon'ble Mr. Justice Benson, Mrs. and Miss Benson, Mr. and Mrs. Andrew, Mr. Travers, the Hon'ble Mr. J. B. Bilderbeck and Mrs. Bilderbeck, Mrs. Yates, Mrs. Browning, Dr. and Mrs. Sathianathan, Mr. T. M. Sawminadha Aiyar, Mong Oung, Rev. C. Pollard, Rev. A. Hogg, Dewan Bahadur R. V. Srinivasa Aiyar, Mr. B. Hanumantha Raw, Professor M. Ranga Charriar, Mr. and Mrs. E. B. Lavery, Mr. Arthur Davies, Mr. Murray, Mr. R. Littlehales, Mr. S. C. Probyn, Dr. H. Rangappa and several others. The performance began with an overture by Mrs. Yates. Selected scenes from *Sakuntala* were then played with great success, after which Mrs. Bilderbeck and Mrs. Andrew very kindly contributed pianoforte items to the programme.

Mr. A. K. Rajah, the Secretary, thanked the ladies who had assisted for their kindness, and called for cheers for the President, the Hon'ble Mr. J. B. Bilderbeck, and Mr. Odgers, who were responsible for the success of the theatricals.

At the annual distribution of prizes to the boys of the Native High School, Calicut, there was a large attendance, conspicuous among those present being Mr. and Mrs. Macrae. The Report for the year ending 31st March, 1903, showed that the strength of the school was kept up at 364. Since that date it has increased and is now 383. The results at the public examinations were good and were a considerable improvement upon those of the previous year. Reversible desks and seats were supplied during the year at a cost of Rs. 683, one-half of which was contributed by the Government. The prizes, which were numerous and well-selected, were the gifts of numerous friends of the institution, among whom we may mention Messrs. T. A. Kallankrishna Aiyar, C. M. Rarichan Mooppan, and M. A. Subramania Aiyar. The Rev. R. Benson Redding, M.A., who presided on the occasion, made a graceful speech, in which he commended the good work which the school had done during the eighteen years of its existence and expressed his hope that it would enjoy in the future the confidence and support of the public in an ever-increasing measure. The Chairman and Mrs. Macrae were garlanded and with the distribution of flowers to the guests and the usual vote of thanks the proceedings terminated.

In September last the late Mr. G. H. Stuart, Director of Public Instruction, reported to Government that out of the 261 Supervisors of Primary

Schools employed under Local Boards and Municipalities as many as 66 were men who either have passed no examinations at all or have no qualifications higher than the Lower Secondary standard, while 89 were untrained, and only four have passed the Sub-Assistant's tests and have thus a certificated knowledge of the Codes under which they have to work. The inefficiency of some of these officers, due partly to ignorance of the Codes, but mainly to low educational attainments, has, he said, from time to time been noticed in the Reports of Inspecting officers, and it had been suggested to him that steps should be taken to strengthen the supervising agency by the employment in future of a better class of men who should, if possible, be trained and possess general education qualifications, at least not below those of a Matriculate. Supervisors have important duties to perform; and are to a large extent directly responsible for the extension and development of Primary education, and men who have passed only the Lower Secondary examination do not usually possess the capacity for an intelligent and efficient performance of these duties. "It is very necessary therefore," the Director added, "that in filling vacancies in future only men who possess trained teachers' certificates of the Upper Secondary or higher grades or at least are trained Matriculates, and who have besides a knowledge of the necessary portions of the departmental Codes should be considered eligible for appointment. The former condition may easily be prescribed but the latter can only be ensured by a suitable examination, and I beg therefore to propose the institution of a special 'Supervisors' test' to serve as a qualifying test for admission to appointments in the supervising agency. The Inspectors of Schools whom I have consulted in the matter are unanimously in favour of the proposal.

The Governor in Council has accepted the late Director's proposal to institute an examination to serve as a qualifying test for admission to the grade of Supervisors of Primary schools. The examination will be called the "Primary Schools Supervisors' test" and will come into force on the 1st July 1905.

A MEETING in memory of the late Mr. G. H. Stuart, M.A., was held in the Black Town High School Hall on Saturday, the 28th Nov. Mr. V. M. Subramania Aiyar, B.A., the President of the Association, was in the Chair. There was a large gathering of over 100 teachers, including two Hindu mistresses from Rajah Ramasawmy Moodelliar's Girls' School, Black Town. The President, Mr. V. M. Subramania Iyer, addressed the meeting stating the object for which it had been called. Mr. P. K. Sundaram Aiyar, Supervisor of the Primary Schools, Black Town Range, then spoke of the late Director of Public Instruction, on his impartial administration, sterling honesty, acute intelligence of a rare order in Mathematics and his tact in extracting the maximum work from his subordinates, and proposed that a Resolution should be passed by the Association condoling with the family of the deceased.

Mr. O. S. Ramasawmy Aiyar of the Wesleyan Mission Primary School, Triplicane, Mr. M. K. Naraswami Moodelliar of the Hindu Central Institution, and Mr. A. Sundaram Aiyar, of the Tondaimandalam High School, supported the proposition which was passed unanimously. The following Resolutions were then passed:—

That the Association expresses its deep regret at the sad and untimely death of Mr. G. H. Stuart, the late Director of Public Instruction, and conveys its sympathy and condolence to the family of the deceased.

Resolved that the above Resolution be communicated by the Secretary to Mr. G. D. Stuart, the son of the late Director of Public Instruction, with the request that he would be kind enough to accept the same and convey it to his mother and the other members of the family.

A DISASTROUS fire broke out about 7 P.M. on the 4th November in the main building of the Ottapalam High School and as the whole was of a temporary nature it was burnt down completely in less than an hour. The flames spread before people could gather, and everything was lost, including furniture, apparatus, library, records, etc., the damage being estimated at over Rs. 5,000. The work of the school is continued in two detached buildings which were saved. Nothing disheartened, the proprietor is arranging to put up a tiled building. It is suspected that the fire was of an incendiary character and as the local investigation has not led as yet to any information being unearthed, it is to be hoped the higher authorities will interest themselves in the matter.

At 5 P.M. on the 25th Nov. the valedictory meeting of the Dialectic Union was held in the Wardlaw College Hall. The masters and a large number of the present and past students of the College were present. The proceedings began with the reading of the Secretary's Report, which was a good record of the useful work the Union is doing. There was marked improvement in every direction—the financial condition was good and the attendance of the members left nothing to be desired. A Public Meeting in connection with the Union was addressed by Mr. Slater, of Bangalore. One interesting feature of the Union is the "Social Half-hour."

After the Report had been read Mr. Cotelingam delivered his valedictory address. It was very interesting, thoughtful and suggestive and was listened to with great attention. The address bristled with useful suggestions on students' organisations and how they have to be organised and worked.

THE following are the proceedings of a meeting of the Committee for the management of the Maharani's College, Mysore, held on 9th November 1903:—

1. That the Resolution of the Committee adopted on 14th July, 1902, viz., "The Maharani's Girls' Col-

lege will be open to the daughters of all respectable caste Hindus and to Native Christian students who have passed a standard equivalent to the English Lower Secondary Examination, and are of approved parentage" be modified as follows:

"The Maharani's Girls' College shall be open to the daughters of all high caste Hindus; and pupils of approved parentage belonging to the Native Christian, Manomedia-Parsi, Jewish, Eurasian, and European communities, who have passed a standard equivalent to the English Lower Secondary Examination may be admitted to the High School and College classes, such admission being subject to the approval of the whole committee."

2. Girls belonging to the non-Hindu communities above specified shall pay fees which shall be 8 annas in excess of what is levied in the corresponding forms of the convert school.

3. Scholarships not exceeding Rs. 15 a month and tenable for two or three years may be granted to non-Hindu students studying in the F.A. class.

4. The Committee would bring to the notice of Government the desirability of building a house for the Lady Superintendent in a healthy locality.

5. Regarding the question of a Hostel for students from out-stations, it was observed that it may be too soon now to think of a Hostel, but the Committee would instruct the Honorary Secretary to be so good as to address the Improvement Trust with a view to a healthy locality being set apart for building quarters for students coming from out-stations. They generally come accompanied by their friends or guardians.

6. The proposal for the formation of an oriental side in the Maharani's College, and for instituting an examination for Pandits, which had received the unanimous and cordial approval of the members of the Committee, their opinions having been received in writing by circulation of the proposal, was brought before the meeting and confirmed.

7. The Honorary Secretary brought to the notice of the Committee that the demand for encouragement to widow pupils from various centres of female education in the Province was increasing, and that the amount paid from the Devaraj Bahadur Fund for widow scholarships in the Maharani's College had been withdrawn from February last to meet these demands from motussal girls' schools: the Maharani's College paying its widow scholarships from its own scholarship fund provided by Government.

This arrangement was approved by the Committee.

8. The admissions made by the Lady Superintendent since the last meeting were approved.

On Friday, 30, October the distribution of prizes to the boys of the Salem Municipal College was held. Mr. F. J. Richards, I.O.S., Acting Collector of the District, presided at the ceremony. The Report showed

that the finances of the institution were in a flourishing condition, and that the attendance had increased very largely during the past 10 years. Four hundred and ninety-one boys are now on the rolls, and the results at the public examinations were very satisfactory. After the reading of the Report by the Principal several recitations in English and the vernaculars were creditably gone through, and the prizes were delivered to the winners. Mr. Richards then addressed the audience. He emphasised the fact that British rule had brought peace to the country which had not existed for centuries previous to its advent, and enjoined on the teachers the duty of forming the characters of the students while developing their intellects. The modern Hindu student, he remarked, was liable to mistake impudence for independence, and to forget that courtesy which was due from youth to those more experienced than themselves. Finally, he drew attention to the fact that it was not possible for every student to become either a lawyer or a Government subordinate, and advised those possessed of landed and other property to educate themselves highly so as to be of use to the Government in scientific research. A vote of thanks to the Chairman closed the proceedings.

The 35th anniversary and prize-giving of the Voorhees College, Vellore, which has hitherto been known as the Arcot Mission College, took place in Vellore on the 14th November. The anniversary was for the year 1902, and should have been held early in the present year, but was postponed on account of the plague which prevailed in Vellore at that time. There were out-door exercises, consisting of class foot-ball and tennis tournaments, on the maidan early in the afternoon, and the tennis finals in the class competitions were played off on the College court at 4 p.m. The prize-giving was held at 5.30 p.m. in the College Hall, with Mr. S. D. Pears, President, Municipal Commission, Madras, in the Chair. After the programme had been opened with prayer by Rev. A. Loughridge, LL.D., there were some excellent competitive recitations from members of Forms VI and V, after which the Headmaster's and Principal's Reports for the year 1902 were read. Reference was made in them to the change in the name of the College, due to the gift of \$25,000 made in that year by Mr. Ralph Voorhees of America.

The Rev. W. I. Chamberlain, Ph.D., the Principal of the College, reported upon the very active and successful work of the year under review somewhat as follows:—

With the year 1902 the Arcot Mission College had taken a new name, and fresh life had been put into an institution which already felt itself rich in opportunities, though somewhat weak in material resources. This most timely and generous gift of Mr. Voorhees to the College would enable it to drive deeper its stakes, and to widen its borders. In the slow-moving East, desires are not often immediately transformed into achievements, and this had been proved by the delay in getting the new College buildings started. A beginning had, however, been

made. Some land had been acquired, plans of new buildings had been prepared, and a second storey upon the main building, giving additional accommodation to the College classes, had been completed, and was in use. Reading and tuition rooms for the students had also been constructed.

The results of the F.A. and Matriculation Examinations were above those of the previous year, and above the average for the presidency, the F.A. class passing 50 per cent. of its members, and the Matriculation class 40 per cent.

Large audiences had been addressed during the year in the College Hall by the Hon'ble the Rev. Dr. Miller, the Bishop of Madras, President Outhbert Hall of New York, Rev. Dr. Zwemer of Arabia, and others.

As the already unwieldy size of the Primary and Lower Secondary Departments of the College made it practically impossible to extend their advantages to a larger number of students, feeder schools had been organized in various portions of the town and suburbs, thus considerably increasing the strength and usefulness of the institution. These feeder schools were all under the supervision of the Headmasters of the various Departments of the College, and they had added about 300 pupils to the number of those receiving their education in connection with the College, making a total of nearly 1,500.

A Board of Visitors composed of members of the College and High School staff had been organised during the year, with Committees for the regular monthly visiting and inspecting of the Primary and Feeder Schools, their observations and suggestions regarding these schools being recorded in books kept for the purpose, for the information of the Principal, and the benefit of the Headmasters. This had been found to be a most useful plan, tending to bind the various parts of the institution together, promoting a feeling of *esprit de corps* among them, and resulting in a marked increase of efficiency in the schools.

The receipts from all sources during the year had reached the sum of Rs. 20,354-3-11, of which nearly two-thirds were credited to fees, and the remainder to Government Grants, exclusive of Rs. 1,000 which came in donations. The total expenditure for the year had been Rs. 27,266-11-11, the cost to the Mission being Rs. 6,902-8-0.

After the Headmaster's and Principal's Reports had been read, the prizes were distributed by Mrs. Pears, at the conclusion of which part of the programme Mr. Pears, in a few words, expressed the very great pleasure he felt in being present once more at one of these College functions, so well known to him in the past, and his cordial interest in the continued welfare and usefulness of the institution. A hearty vote of thanks was passed to Mr. and Mrs. Pears, whose presence helped to make this anniversary an occasion of special enjoyment to their many friends in Vellore.

The first Conference of Teachers organised by the Trichinopoly Teachers' Association was held at the Town Hall on Saturday, November 30th. There was a large attendance of teachers and others interested in education. Rev. G. H. Lamb, B.A., Vice-Principal of the S. P. G. College, presided over the sittings. He extended a hearty welcome to those present and said they were met to discuss matters concerning education. He took the opportunity to express their profound regret at the death of the Hon'ble Mr. G. H. Stuart, and assured their loyalty to his successor, Dr. Bourne. Several papers were read and discussed including such subjects as the "teaching of Vernaculars and Sanskrit in Lower Secondary Schools," the "status of teachers," "formation of Teachers' Associations," and "the teaching of Science in lower classes and industrial education."

Perhaps the best paper read at the Conference was the one on Industrial Education by Mr. V. Srinivasa Aiyar. As the proprietor of the Albert Victor Technical Institute, Trichinopoly, he has an intimate and practical knowledge of the subject. In the course of his address, he said that from time immemorial relationship had been recognised between education and the practical needs of life. At the present day the practical needs of the people were to a great extent new, and the number of professions which demanded advanced scientific knowledge and high intellectual training on the part of those who pursued them had largely increased. The necessity for a new departure in education was due to circumstances which had affected the conditions under which trade and commerce were now carried on. They were mainly the result of the alteration in the methods of production consequent on the use of labour-saving machinery. One feature of these changed conditions was that knowledge and in some cases the skill which were needed for industrial purposes could no longer be adequately obtained in the actual practice of trade but required as in the case of law and medicine, a preliminary training or specialised school instruction. As for the need for industrial education in India, Mr. Srinivasa Aiyar quoted the opinion of the Famine Commission that "we have elsewhere expressed our opinion that at the root of much of the poverty of the people of India and of the risks to which they are exposed in seasons of scarcity lies in the unfortunate circumstance that agriculture forms almost the sole occupation of the mass of the population, and no remedy for the present evils can be complete which does not include the introduction of a diversity of occupations through which the surplus population may be drawn from agricultural pursuits and led to find the means of subsistence in manufactures or some such employments," and of Sir William Hunter that "commerce and manufactures have obtained an economical importance which they never had before in India; for they represent the means of finding employment and the food for the rapidly increasing population." The speaker then gave a graphic account of the present industrial and economic condition of the country. In conclusion he said "India was a great nation at one time. Her greatness lay in her deep spirituality

and lofty conceptions of the universe. But while we are justly proud of our past, I must say that we are making rather too much of it. No inconsiderable mischief has already been done by telling our young men that India has nothing to learn from the West. We should remember that self-sufficiency means the death of a nation. We cannot do better than learn a lesson from Japan. Like her, we must take full and free advantage of the scientific discoveries and mechanical skill of the Western nations instead of carping at them. If India will ever rise again in the scale of nations, as I wish and pray it may, it will be through the agency of a pure and lofty national character coupled with a mastery over the operations of nature."

In the evening there was a successful social gathering. The Teachers' Association has resolved to hold annual Conferences generally on its anniversary day.

The annual distribution of prizes to the students of the Mar Dionysius Seminary, the national institution of the Syrian Christian community on the West Coast, took place on November 24th, the Most Reverend Mar Dionysius presided. The Report of the Principal showed that the institution was in a most flourishing condition. In the whole State there are no other High Schools, to which College classes are not joined, which equal the Seminary in point of strength and efficiency. Two oil-painting portraits, one that of H. H. the late Marthanda Varma, B.A., first Prince of Travancore, and the other of Mr. K. C. Oonitean, B.A., were unveiled. The Principal speakers were Mr. C. Krishna Pillai, B.A., Inspector of Schools, and Mr. K. K. Kurumba, B.C.E., A.M.I.C.E., member of the Travancore Legislative Council.

The speech of the latter gentleman was remarkable in several respects and had such a close bearing upon some of the burning questions of the day in Travancore, that I make no apology for reproducing extracts from it:—

There seems to be an impression gaining ground that our educational institutions are guilty of over-production and that racial animosity and discontent are the outcome of the over-production. I am, however, of opinion that this impression is due to a confusion of ideas. Human intellect is not like the instinct of ants and bees, confined to specific directions, nor is it uniform in all individuals. Differing paths for work, differing products of work and differing ideals of happiness are the result, and over-production is impossible in the intellectual sphere. On the other hand, intellectual development which enables the formulation of abstract thoughts and principles and their application to art and conduct is the true panacea for the relative over-production and consequent hardship in the commercial sphere. When we remember that, according to the latest Census, so carefully conducted by one of the most energetic and promising officers of the State as much as 87.6 per cent. of the total population are entirely illiterate, and that the literacy of the remaining 12.4 per cent. simply means the ability to read and write

a language, and that as to literacy in English, which is now the leading qualification for any position of importance and general usefulness, one alone in 220 of the population is acquainted with that language, and that the rest of India is less literate than Travancore, it is perfectly obvious that managers of schools and well-wishers of the population need not have the least scruple about over-production in education.

Competition or conflict of ambition among educated rivals, is no uncommon phenomenon, even where the population is homogeneous, and if education is to be restricted in view to preventing such competition, it will surely crop up in more threatening forms, aggravated by ignorance in other spheres of activity. The racial animosity referred to in recent public utterances, is, I think, simply a form of this conflict of ambition in disguise. My great consolation in the circumstances is, that no one has yet even whispered that any of the animosity commented on is on the ground of religion. The attendance roll of any educational institution in the country, and especially of this institution, is positive proof that no agitator can attempt to mislead the masses under the garb of religion in Travancore.

THE British Resident presided at the prize-giving at St. Joseph's College, when many of the general public of Bangalore were present. The stage was occupied by the British Resident, Mr. Moss-King, First Assistant Resident, Mr. E. S. Lloyd, I.C.S., Collector of Bangalore, Father, Froger, the Principal of the College, and some of the Assistant Masters. After two junior boys had presented bouquets and an Address of Welcome had been recited, the Principal read the Annual Report, which showed excellent records, especially with regard to the public examinations. In this particular it may be mentioned that whilst the percentage of passes for the F.A. Examination, was 37 for the whole University of Madras, that of St. Joseph's College was 66; and again at the Matriculation Examination, the average for the whole University was 31, whilst St. Joseph's College showed a percentage of 48.

The British Resident having presented the prizes to the various winners, the function being interspersed with recitations, made a very kind and cheering speech in the course of which he said that he was very glad that his first public appearance in Bangalore on such an occasion as the present had been associated with such a palpably going and flourishing concern as St. Joseph's College. He could not pretend to much familiarity with the College at present, but it was especially satisfactory to him to find St. Joseph's so flourishing, because he had had the pleasure during his past service to be associated with two other St. Joseph's Colleges, one in Calcutta and one at North Point Darjeeling, and he was pleased to find in St. Joseph's College, Bangalore, the same merits which characterised the other two, namely, interest and devotion on the part of the masters, and industry and perseverance on

the part of the pupils. He noticed that the school motto was *Fide et Labore*. The school to which he had belonged when a boy had a three word motto, *Virile studio, ludo*, and no doubt that motto would apply with equal force to this great school. Not much was heard about *virtute* in the School Reports, it was not the place to look for it, they looked to find that in the conduct of the pupils out of school and after they had left. He considered that a considerable amount of "virtue" was shown by the Report of the Adjutant of the B. K. V. as to St. Joseph's Cadet Corps. Also the records of the school were most admirable which illustrated the force of *studio*, whilst as regards *ludo*, the College could point to their successful cricket and football teams. As a Volunteer Officer of many years' standing, he wished particularly to congratulate the very successful Cadet Corps. He had had the pleasure of being present at their recent inspection and had heard Colonel Clothier and others express the highest approval of them.

Father Froger, the Principal of the College, thanked the Resident for his kind remarks which encouraged them all to persevere in the work they had undertaken, namely, to fit St. Joseph's scholars to become useful members of society. He called for three cheers for the British Resident, which were heartily given.

THE anniversary of the United Free Church Mission High School, Chingleput, took place on Friday, November 20. Mr. R. D. Broadfoot, District Judge, presided. The Memorial Hall was crowded in every part. Among those present were Mrs. Broadfoot, who gave away the prizes, Mrs. Andrew, Miss Byron, Colonel Marsden, I.M.S., Mr. Mayhew, Inspector of Schools, Rev. R. Forgan, Rev. W. T. Cairns, Dr. Hardie, Wallajabad, and the District Munsiff of Chingleput.

A few of the pupils gave recitations, several of which being very amusing. The Headmaster, Mr. M. D. Moses, B.A., I.T., read the Report for the past year, in which it was shown that the year was a prosperous one, and that steady improvement had taken place in various departments. The Report showed that there were 272 pupils on the roll at the end of the year, as against 233 in the previous year. Of these, Brahmins formed 16 per cent., non-Brahmins 58 per cent., Native Christians 13 per cent., and Mahomedans 3 per cent. Eleven candidates appeared for the Matriculation examination and seven passed. Good passes were also made in the other two examinations.

After the prizes had been distributed by Mrs. Broadfoot, the Chairman addressed the Meeting. He said he was glad to be present at the anniversary of the school and to testify to the interest he took in the spread of education in this land. He was pleased to notice how well the school had done in the Matriculation examination, having secured 7 passes out of 11 pupils who appeared for it, thereby earning the distinction of having gained

nearly twice the percentage of passes as was obtained on an average for the whole Presidency. This is an excellent result and reflected credit on the work done by the staff and the pupils alike. There was another pleasing feature in the Report which he had noticed, and that was the increase in the number of boys during the year. He was especially pleased with the remark made about the nature of the education which was best suited to this country, for he believed that no education could be sound that did not deal with the development of the moral and spiritual side of man. He was glad to observe that, while the intellectual and moral nature of the boys was being attended to, the physical was not neglected. They had gymnastics and a Football Club, and thus they were endeavouring to improve and strengthen the body as well as the mind. There was also a Literary Society that had meetings at which essays were read and debates conducted. He was not sure whether debates were a good thing for boys, and to be encouraged, as he had enough of debating every day in the District Court. He felt, however, that institutions such as this were doing a great good to the country, and that the Manager was to be congratulated on the success that was being achieved.

An address was then given by the Rev. R. Forgan, of Aberdeen.

Mr. Visvanatha Iyer, the District Munsiff, then made a few remarks, in which he stated how interested he was in the welfare of the school, as he had once been a teacher in the Wallajabad school connected with the Mission, and he desired to say how grateful he was to the Mission, and to respond to the appeal of the Headmaster for an almirah to contain the Natural History objects which had been collected by the pupils. He was glad a Museum was being formed, and thus he desired to help in this way.

The Chairman and others were then garlanded, and after votes of thanks had been given, the Meeting terminated.

AN interesting, and rather unique, prize distribution and anniversary was held on Saturday, November 28th, in the American Mission compound, in connection with the Mission Lower Secondary Girls' Boarding School. Mr. F. A. Coleridge, I.C.S., the Sub-Collector, presided, and the prizes were distributed by Mrs. Coleridge. Despite the rain, many of the European and Hindu friends were in attendance and greatly enjoyed the interesting programme. The singing by the girls of the school was particularly good, and won much applause. The "Echo Song" was especially well rendered, and showed careful training by the Headmistress, who had introduced the song. The most interesting and unique part of the programme was the marching and drilling of the girls to the accompaniment of music. Perfect time was maintained, and the exercises were performed with vigour and precision. The action songs and the English and Telugu recitations were also well executed and the entire programme was a credit to the school. In his remarks, Mr. Coleridge congratulated the teachers and man-

agement on the results of the year's work, and paid a warm tribute to the interest of the people of America in this land—India—and its peoples. The United States of America has no interest in India politically, and yet from that country there are hundreds of Missionaries working in all parts of India, and carrying on institutions, both educational and medical, that cost lakhs of rupees each year. He then called attention to the Report of the Headmistress—Miss Lquisu Coopoo Rau—which gave an interesting account of the school, and showed that its total cost to the American Mission, after deducting the Rs. 600 Government grant, was Rs. 3,000. This was a large sum for the education of a few girls, and he expressed the hope that all appreciated how much was being done through this school for the pupils.

This school is the only one in the entire Cuddapah District where girls are prepared for the Lower Secondary Examination. This is due to the backwardness of the District and the lack of interest in higher female education. Only one Hindu girl is connected with the Lower Secondary Department, all the others being Christians. The total strength of the school is 50, of whom 30 are boarders and the remaining 20 day scholars. The staff consists of two matriculates and four Lower Secondary teachers, all of whom are trained, and one Primary untrained teacher.

BOMBAY.

OFFICIAL NOTIFICATION.

His Excellency the Hon. the Governor in Council is pleased to appoint Capt. H. M. Moore, I.M.S., to be Professor of Materia Medica and Pharmacy, Grant Medical College, vice C. T. Jackson, M.B., B.S., I.M.S.

THE Director of Public Instruction, Bombay, reports that on the 31st March there were 2,288 schools teaching Rural Standards, and the pupils on that day numbered 67,667.

On the 5th November Ramji Hariram, aged 18, arrived in Bombay from Kathiawar, to attend the Matriculation Examination. On the 13th November, while in the examination pandal near the Wodehouse Bridge, Colaba, he suddenly fainted. He was removed to the Gokuldas Tejpal Hospital, where he died on Saturday, the cause of death being certified as due to sunstroke.

THE resolution of the Government of Bombay on the annual report on Public Instruction in the Presidency states:—Owing more especially to the prevalence of plague at the end of the year of report, the figures worked out for the 31st March 1903 give an unduly unfavourable impression of the progress of education, which was on the whole better in the year under review than in the previous year.

Jains should be shown in future, as in past reports, as non-Brahmins and not as Buddhists as they do not properly fall under the latter head. Arrangements are being made to provide quarters for the students of the Grant Medical College and the construction of a lecture theatre for the anatomical class is under consideration.

The Governor in Council notes with satisfaction the growing popularity of the Agricultural Branch of the College of Science and success of the students in the University Examinations. The need of quarters for the students of the College has been recognised by Government who have undertaken to meet it so soon as funds are available. The education of the Mahomedans of Sind has recently been dealt with in Government Resolution No. 1603 of 10th August last.

THE address presented by the Lingayat Educational Association of Dharwad to the Hon. Sir James Montagu shows that the efforts of the Lingayat community in the direction of education are progressive and have so far succeeded pretty well. The Lingayat Education Fund has been so far the means of giving education of the graduation standard to 16 youths. And the smallness of this number of Lingayat graduates only shows how small and backward the community is. The Association apparently makes a grievance of the fact that only a few of these 16 graduates have been fortunate enough to secure suitable employment in Government service and asserts that a number of appointments distributed among the Lingayats and other backward classes is not satisfactory. We admit that self-help such as is shown by the Lingayat community ought to receive due recognition, but we must express our disapproval of the spirit of making demands upon Government service on the strength not of merit but of mere backwardness. We fancy there would be no limit to such sectional demands if allowed and if Government were to frame rules for preserving posts in Government service for all the sects and sub-nationalities in exact proportion to their number, then a pretty mess could be made of the whole fabric of the public service.

A BHUJ correspondent writes:—The Coronation school building, which has been built at the expense of Khan Bahadur Pestonji Sorabji Bhujwala, in the Cantonment of Bhuj, where the need for it was greatly felt, was opened on the 9th November, the birthday of the King-Emperor, by Colonel Beale, Commandant of the 105th Native Infantry Regiment.

The Political Agent, Captain F. W. Wodehouse, and the European ladies and gentlemen of the Station were present, as well as the Chief Secretary, Mr. Chotalal, the Diwan Sahib, and other principal officials of his Highness the Maharaja of Kutch. A large shamiana was pitched in the compound of the school building for the reception of those invited. A large arched gate was erected in front of the compound of the school building, and the premises and

its surroundings were decorated with flags. The gathering was very large. His Highness, Maharaja Rao Sahib, kindly provided the Police and the Band.

After all had taken their seats in the shamiana, Khan Bahadur Pestonji Sorabji Bhujwala, the donor of this school building, read an address dwelling upon the necessity of such an institution in the Cantonment where none existed till now, and sincerely thanking Colonel Beale, for the valuable assistance he gave while the building was in course of construction.

To this address a reply was given by Colonel Beale, describing the generosity and loyalty to the throne, of Khan Bahadur, Pestonji Sorabji Bhujwala, and the charitable works executed by him in Bhuj and elsewhere.

A telegram was received from Mr. Gordhandas Goculdas Tejpal, Mr. Currimhoy Ebrahim, and others from Bombay, expressing regret at their inability to attend the ceremony, wishing every success to the institution, and stating that, in appreciation of Mr. Pestonjee's merits, his friends had subscribed Rs. 2,000 towards establishing a scholarship in his name to be awarded in the Coronation school.

After the distribution of garlands and pan gulab the gathering dispersed with three hearty cheers for His Imperial Majesty King Edward VII.

BENGAL.

OFFICIAL NOTIFICATIONS.

Mr. J. R. Percival, B.L., to act as Law Lecturer of the Chittagong College, with effect from the 12th September, 1903.

Mr. J. S. Slater, Principal of the Civil Engineering College, Sibpur, is allowed furlough on medical certificate for eight months and thirteen days, in extension.

Babu Ramendra Nath Ghosh is appointed to be a Professor in the Ravenshaw College, Cuttack, and substantively *pro tempore* to Class VIII of the Provincial Educational Service, with effect from the date on which he joined his appointment.

WE understand that Dr. J. C. Bose, C.I.E., M.A., Professor of Science in the Presidency College, Calcutta, has been promoted, with the sanction of the Secretary of State for India, from the Provincial to the Imperial Educational Service.

MR. HILL, Assistant Secretary to the Government of India, Home Department, has, we understand, been granted an extension of leave till October next. During his stay in Europe he will study the European Educational system.

THE annual Primary, Middle, and High School examinations for European schools were held from

the 2nd to the 6th November, 1903, at Nagpur, Jabulpore, Saugor, Khandwa, Pachmarhi, Harda, Bilaspur, Dongargarh, and Mhow. Two hundred and ten boys and girls appeared for those examinations.

AN important concession was made at the close of the year by the Syndicate of the Calcutta University, who accepted the Chief Commissioner's proposal that Assamese and Khasi should be included upon the list of subjects prescribed for the Entrance Examination. This examination is practically a final one for a very large proportion of the boys who enter for it; but under the conditions hitherto in force, Assamese pupils were compelled to study Sanskrit in the upper classes of High Schools, while Khasi youths were expected to acquire a modicum of Latin.

THE *Calcutta Gazette* publishes the courses for the Primary and Middle Scholarship Examinations and further notifies:—The Primary and Middle Scholarship examinations from the year 1904 onwards will be held as private school examinations, and a few selected candidates only will be examined for the scholarships. The courses prescribed are intended for the candidates for scholarships. It is optional with schools other than "private" not preparing such candidates to use the books included in the course, or other books from the list of books approved and published by Government. A combined list of all the books approved by Government under the new scheme is separately published in the *Gazette*. It is optional with private schools to introduce books approved under the new scheme and compete for scholarships. Authors and publishers of the books included in the courses prescribed are informed that the price of the books is considered as part of the approval given. Any unauthorised increase of the price of a book may result in the withdrawal of the book from the approved list. The books must also conform to the standard required by the Text-Book Committees as regards such matters as general get-up; printing, paper, binding, and illustrations.

A RULE under which married boys are refused admission to the classes in the Middle and Lower Sections in the Central Hindu College, Benares, is already in force, and it is now proposed to add a clause in reference to the Higher Section. From the beginning of next session married boys obtaining admission to this section will be charged double admission and tuition fees. This, says the *Statesman*, is a practical protest against the prevailing Hindu marriage system which can hardly be without a salutary effect on a small scale; and, as the College has already made an established position for itself and is fast growing in influence and repute, it would be rash to conclude that the effect of the disabilities will not be very considerable in the long run.

THE Annual Meeting of the Indian Association for the cultivation of Science was held on the 26th November, at No. 210, Bow Bazaar Street, Calcutta, and was largely attended, the Rev. Father Lafont, presiding.

The Chairman said that the first item of business was a most pleasing one, and that was to announce that His Honour the Lieutenant-Governor of Bengal Sir Andrew Fraser, had accepted the office of President of the Association.

It was decided that a vote of thanks should be recorded for the kind acceptance of the office of President by His Honour.

The Chairman then read a letter from the Honorary Secretary, Dr. Mohendro Lal Sircar, regretting his inability on account of his health to attend the meeting. In the course of which he said:—Prostration from continued physical suffering has increased so much as to incapacitate me from stirring out of my house, in which I am confined as in a coffin, undergoing what I may call a living death. I have very little to tell you about our Association, and that little, I am afraid, is likely to be my last. All that I had to say I have said on every occasion I had the pleasure of meeting you. I have only now to reiterate my conviction that if our country is to advance at all and take rank and share her responsibilities with the civilised nations of the world, it can only be by means of science or positive knowledge of God's works. To this end I have given the best portion of my life, but I am sorry to leave this world with the impression, that my labours have not met with the success which the end aimed at deserves. However, I do not despair of our future. My faith in an overruling Providence has not abated an iota on account of my own ill success. I fully believe that there is a deeper design in the events that are passing than what we see on the surface. I believe everything has been ordered for good, and accordingly I believe that my removal from the scene of my labours is, undoubtedly necessary for the good of the Association and of our country. Younger men should come and step in to take my place and work with more energy than I have been able to put forth.

The proceedings of the last Meeting having been confirmed, Dr. Amrita Lal Sircar, Assistant Secretary, read the Report of the Committee of Management for the last year, from which the following extracts are taken:—

The funds are in a very flourishing condition. The Committee have to record with deep sorrow the loss the Association have sustained by the death of their President, Sir John Woodburn, K.C.S.I., Lieutenant-Governor of Bengal. In Sir John Woodburn's untimely death the Association have lost one of its greatest supporters and encouragers, one who had high hopes of its future, and who took a warm interest not only in this institution but in all institutions established for the amelioration of the country in general. The Association has marked its appreciation of these noble qualities by founding a gold medal in his name for the encouragement of original

research. Your Honorary Secretary lamented at the 24th Annual Meeting of the Association that ever since its foundation not a single student has come forward to cultivate science within its walls. We have the satisfaction to report that the lament has not been in vain. In the year under review one competent scientific worker, Dr. Sarasi Lal Sarkar, I.M.S., M.A., did apply for and obtained leave to carry on some original investigations regarding the crystallography of some copper salt in the laboratory of the Association.

The Report having been adopted, the office-bearers were elected.

After the Committee of Management had been elected, the Chairman addressed those present. He said that they had heard him read the letter from their worthy founder, Dr. Mohendro Lal Sircar, and he hoped that the illness was not so serious as he seemed to think. He sincerely hoped that he would live a few years longer before he was replaced by younger men. He valued old men more than young men although he did not desire the young men to be kept back, and not push themselves forward. The Chairman next said that he would like to make a suggestion, and that is, that a certain sum yearly out of the funds of the Association should be devoted to the increase of chemical and physical laboratories. Their laboratories are anything but adequate at present. He hoped that the Committee of Management would consider what sum should be devoted to the buying of instruments for these two laboratories. In conclusion the Chairman said that Dr. Mohendro Lal Sircar had done excellent work in the cause of this institution. He devoted his whole life to it.

With a vote of thanks proposed by Mr. Justice Bannerjee the proceedings terminated.

THE Daly College at Indore has been closed, and the services of the principal, Mr. R. H. Gunion, are placed at the disposal of the Punjab Government. It will re-open shortly as a training school for the sons of the poorer Thakurs in Central India, writes an Indore correspondent. The Daly College was an institution for the education of the young Chiefs of this part of the country. Special courses of study were provided, comprising, among other subjects, Political Economy and English. It was affiliated to the Calcutta University, and was a centre of examination for the Matriculation and First Arts standards. A substantial interest attached to the College, as Scholarships given by some of the Chiefs were awarded on the results of these examinations, and these prizes exercised a healthy rivalry amongst the different schools. The College is a very pretty building, standing in extensive grounds, with a bungalow for the principal, retiring rooms for the Chiefs, riding school, and numerous out-buildings. Mr. Padfield has come here as Headmaster of the institution under its new name—the Daly Training School. All the richer Chiefs now go to the Mayo College at Ajmer to be educated.

PUNJAB.

Mr. T. C. LEWIS, Director of Public Instruction, United Provinces, is placed on special duty, Mr. C. F. de la Fosse, Assistant Director, holding charge of the current duties.

At a meeting of the Senate of the Allahabad University, it was decided not to increase the fees for the Entrance candidates. This means that the University will work at a loss of about Rs. 4,000 per annum.

An effort is being made at the Diocesan Girls' School, Naini Tal, to stimulate girls of India to take a rank amongst the cultured women of the world, by the provision of a special class for pupils who desire to continue their education beyond the Indian limit, and to seek for distinctions in English and Scotch examinations.

THE Education Conference, convened by the Government of India to consider the important question connected with European schools, which has been sitting during the past week in Lahore under the presidency of Mr. Orange, Director-General of Education, completed its task on November 17. The proceedings were not open to the public.

ON the day following the Allahabad University Convocation, there was a garden-party in the College grounds. The Vice-Chancellor and the Professors of the College were responsible for an innovation which was for the purpose of bringing the graduates of the University and the Fellows into touch with the civil and military population of Allahabad. The grounds were tastefully decorated, and the verandahs of the building were arranged in quite a Continental fashion with little tables for refreshments. Badminton was greatly resorted to by both Europeans and Natives, and the scene was as gay as can well be imagined.

FOR some time past the expenditure of the Allahabad University has exceeded the income. Last year there was a deficit of about Rs. 4,000, and a deficit of a similar amount, at least, may be expected this year. This is due to the falling-off in the fees for examinations. In 1896 the total fee-income was Rs. 6,200 and the expenditure Rs. 59,000. Last year the figures were Rs. 46,000 and Rs. 52,000 respectively. So that although there has been a diminution in expenditure of Rs. 7,000, this does not compensate for the diminution in fee-income which amounts to Rs. 16,000. The falling-off in fees may be divided almost equally between the Law and the Arts examinations. As far as the latter are concerned, it is principally due to the decrease in the number of candidates for the Entrance examination. The explanation is simple. Students find that the Entrance examination of the Punjab is easier than that of Allahabad. It is by no means an uncommon thing for a schoolboy in these Provinces, when the Head-

master refuses to promote him to the highest class, to leave the school and to go up for the Punjab University Entrance examination and pass it. In order to increase the income of the Allahabad University it was proposed, at the last Meeting of the Senate, to raise the fee of Entrance candidates by Rs. 2. This trifling addition could have imposed no hardship on parents who are ready to incur the expense of sending their sons from Allahabad to Delhi for the sake of an easier examination. The motion was rejected by a majority of two votes owing to the opposition of the native members, who, however, suggested no other means of meeting the deficiency. There will then be still an excess of expenditure, and this year or next it will be necessary to draw on the reserve fund invested in Government securities. Since this fund only amounts to Rs. 34,000 it is clear that with an annual deficit of Rs. 4,000 or more, in a few years the University will no longer be able to meet its expenses.—*Pioneer*.

General Notes.

ALBA, a youth of 14, has just received the degree of Bachelor of Arts from the Faculty of Literature of the Paris University. Owing to a brilliant Latin essay with which he carried off a Prize in June last, the age-limit fixed for candidates for the B.A. degree was dispensed with, and Alba passed the University examination, receiving the mention "very good." His father is a Lieutenant-Colonel in the French army.

A FLOATING University is a new American project having President Roosevelt as a patron. A vessel of 2,000 tons will take the students on a voyage of 12,000 miles. They will go through courses of the classics, foreign languages, history and political economy. They will also acquire a knowledge of economical and commercial matters by actual observation. Languages and history will be studied in the countries associated with them.

CHANG CHI TUNG has been busily engaged of late, writes a Shanghai correspondent, drafting the rules and regulations for the control of the Universities and Colleges of the 18 provinces of the Empire. One regulation forbids the establishment in Shanghai of Colleges dealing with Government and law, owing to its cosmopolitan population. Only the establishment of agricultural, scientific, and commercial colleges by private bodies is permitted, and ordinary educational establishments are forbidden to include subjects on Government and law in their curriculum.

Chang advocates the establishment of Naval and Military Academies and Colleges for the teaching of navigation, the working of iron, &c., and the preservation of law and order. All such establishments must be under the control of the Minister of Education, who will be assisted by six officials. It is expected that Chang's memorial embodying this

scheme will be presented to the Emperor some time this month.

SIR ARTHUR W. RUCKER spoke before a large audience at the London Institution on the 2nd November on the work and aims of the London University. He explained the three great schemes which it is hoped will be carried out shortly. First there was the incorporation of University College. The College, he said, had already offered to hand itself over to the Senate to be under the management of the University. The unification of the study of preliminary medical knowledge was another very necessary reform. It would cost £100,000. As to the third scheme, Sir Arthur gave a description of the large number of educational institutions which are clustered together in South Kensington. There was a space of land left of four and a half acres, which it was hoped might be acquired by the University for the purposes of a great central College of Technology. Should the schemes fall through—he did not think they would, as peculiar opportunity had arisen for carrying them out—it would, in his opinion, mean that the progress of the University would be put back for very many years.

THE bad debts of the private school proprietor are a considerable factor in keeping down the salaries of his assistants, alleges a correspondent of the *Pilot*. He quotes a case within his own experience: "One woman (she can scarcely be called a lady), after owing two terms' fees and the boy's keep in the holidays, announced her intention of at once removing the boy. On receiving the reply that if past bills were paid, together with next term's fees in lieu of proper notice, and the necessary journey money, the master would be thankful to get rid of him, she changed her mind, and said that, on further consideration, she would let him stop another term."

CHEAP Ordnance Survey maps in the Board of Agriculture's contribution to the boom in geography teaching. Special editions of the one-inch maps are to be supplied to educational authorities at the following prices: 200 copies, £1 5s.; 500 copies £2; 1,000 copies £3; 5,000 copies £12. For larger numbers the estimated price would be £2 per 1,000 copies. The only stipulation made is that on no account are the maps to be sold.

Boro' Road Training College in the old days is described in a recent issue of the *New Liberal Review* by Dr. Macnamara, M.P., a student there in 1880. "The educational work," he says, "was absurdly unintelligent, wearisome and unfruitful. Committing facts to memory was the highest ideal of educational purpose. But it was all very thorough and very arid. We worked up for two annual Government examinations. Having passed the second, we were granted the Government 'Teachers' Certificate. The course of study was acutely specialised and fitted into no other groove. We therefore did at

least enough work for, say, the London Intermediate Arts, and got in regard the Teachers' Certificate. To-day they very wisely work the University and the Certificate examinations one into the other. Thus the Training College student can kill two birds with one stone, very much to his material advantage."

MR. CURTIS of *Dates* fame was the principal of the College at this time. "In the history lesson," says Dr. Macnamara, "he would set us a page of *Dates* and black-list us if in rehearsing the lesson we used the word 'in' for 'into.' As an evidence of the abject stupidity into which this date learning reduced us, I recall the following incident. We had got to the last page; and, one after the other, we were repeating to Mr. Curtis events chronicled as happening upon the given dates on that page. The book wound up with its final date something like this:

11870, May 1st.—Outbreak of the Franco-German War.

The man who had successfully recited this very last date upon this very last page had barely sat down when up sprang his next neighbour quite mechanically with:

Printed and published for J. C. Curtis, B.A., by
Smith & Son, Stamford Street, S.E."

NINE out of ten London school children use the elementary schools. So the London School Board Attendance Committee's report informs us. The London schools, board and voluntary, provide accommodation for over five thousand pupils more than is required according to estimates based on the Registrar-General's figures. Further the percentage of regularity of attendance is higher in London (85.6) than in Scotland (84.11) and in England and Wales (83). This is a tribute at once to the excellent work of the committee and officers of the Board and to the good sense of the London parent.

BACKWARD as British education may be, it is doubtful whether any other nation can show a decrease of illiteracy during fifty years in any way approaching that of the United Kingdom. Miss C. J. Bollet, in a recent lecture quoted figures from the census returns showing that whereas in 1851 out of every 1000 marriages no fewer than 308 men and 453 women signed by mark, in 1901 only 25 men and 29 women per thousand were unable to write their own names in the parish register. That women have advanced relatively far more than men is a feature of this comparison deserving notice.

CHess should be taught in schools, says the Russian Minister of Instruction. It certainly has as great education potentialities as some of the subjects now included in our crowded curriculum.

IN the days when Board Schools were young, a visit was paid to one of them by a local dignitary, who had theories on the subject of Scripture lessons. He requested the headmaster to pick out a particularly dull boy, and let him ask that lad a few questions. Whereupon the following dialogue ensued:—

'Now, my boy, what do you understand by a miracle?'

Boy, looking helplessly at visitor, makes no answer.

Visitor (triumphantly, to headmaster):—'You see, it's as I've always maintained. Scripture *must* be explained and illustrated if any comprehension of its meaning is to penetrate this sort of skull. He can't tell me what a miracle is. Now hear me make him understand.'

Headmaster (with sarcastic incredulity):—'If you do, sir, you'll have wrought a miracle yourself. I haven't a duller boy in the school. If you'd question some of the others—'

Visitor:—'No, no, I'll show you what I can do with this one, by using common-sense methods. Now, my boy, pay attention to me. You don't know what a miracle is, eh?'

Boy confesses it by his silence.

Visitor:—'Now, listen to me! Suppose you got up in the middle of the night and saw the sun shining, what should you say it was?'

Boy (promptly):—'I should say it was the moon.'

Visitor (argumentatively):—'But you couldn't, you know, if you saw it was the sun.'

Boy (doggedly):—'I should see it wasn't.'

Visitor, (recovering from a disconcerted pause):—'But suppose some one told you that it was the sun?'

Boy (emphatically):—'I should say he was a liar.'

Visitor, (angry at such persistent stupidity):—'But suppose I told you that it was really the sun, and not the moon, that you had seen shining in the middle of the night, what would you say then? You wouldn't dare to tell me that I was a liar, would you?'

Boy hesitates a moment; then, in accents of conviction:—'I should say you was werry drunk,' he answers.

The Visitor abandoned the Socratic method.—*Macmillan Magazine for October.*

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